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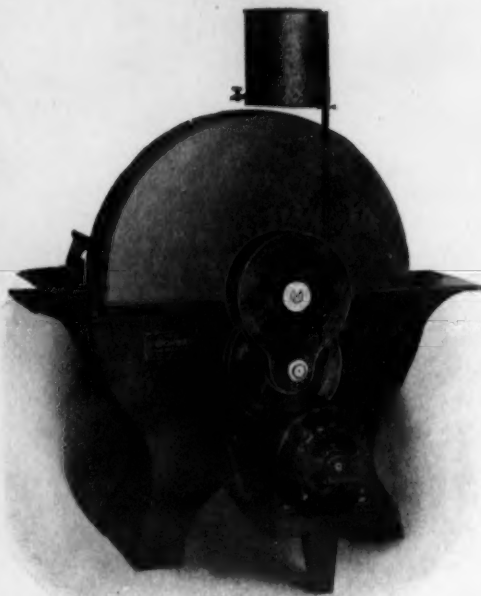
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Slate, tile, white glass coverings for working surfaces furnished if you like.

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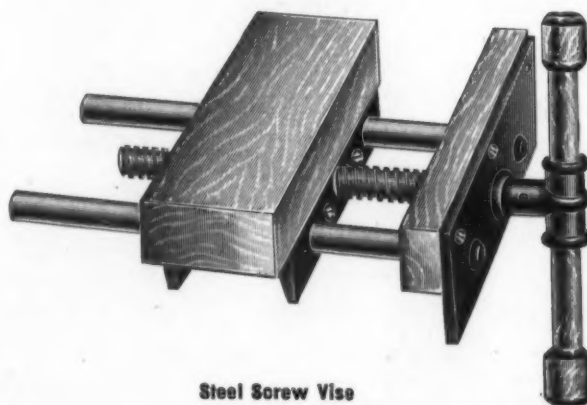
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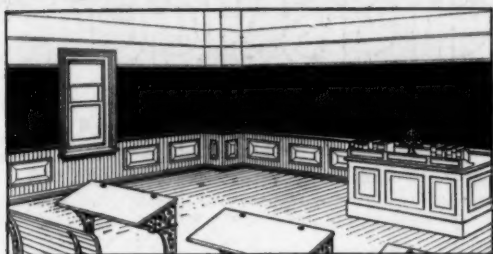
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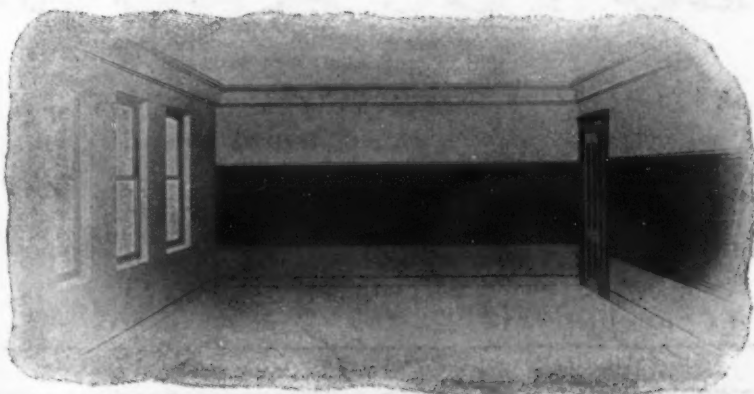
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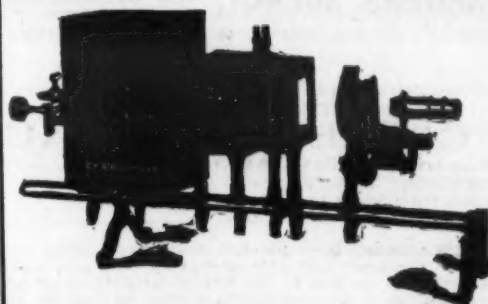
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### ADJUSTABLE

to any fixture is the great advantage of our Faucets. Simply unscrew the old faucet and screw on.

We make them for Sinks, Lavatories, Water Coolers. Anything fitted with running water.

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Generous column of Bubbling Water insures cleanliness.

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## MANUAL TRAINING SUPPLIES.

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Oliver Machinery Co., Grand Rapids, Mich.  
C. Christiansen, Chicago  
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## MAPS.

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American Seating Co., N.Y. & Chgo.  
McConnell Sch. Sup. Co., Phila.  
Haney School Furn. Co., Grand Rapids, Mich.  
Columbia School Supply Co., Indianapolis, Ind.  
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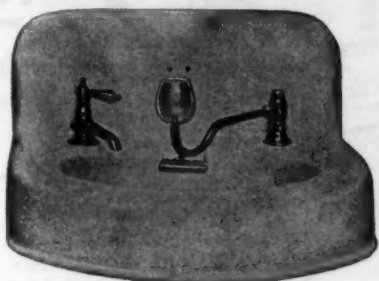
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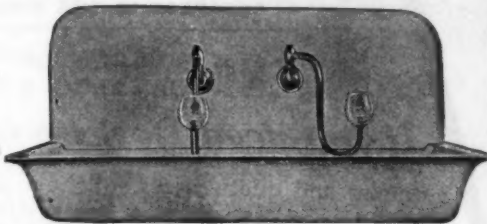
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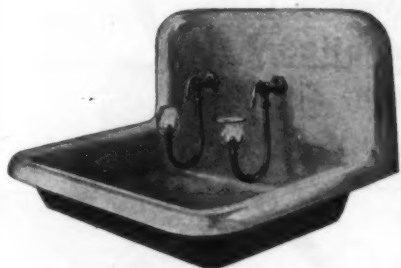


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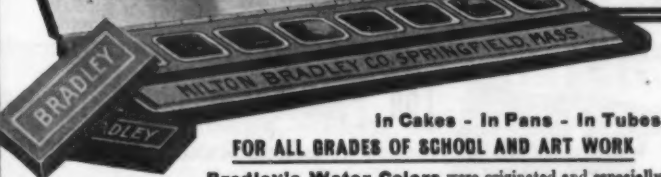
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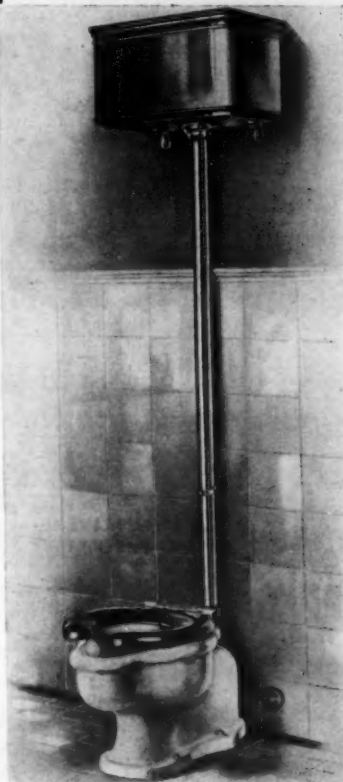
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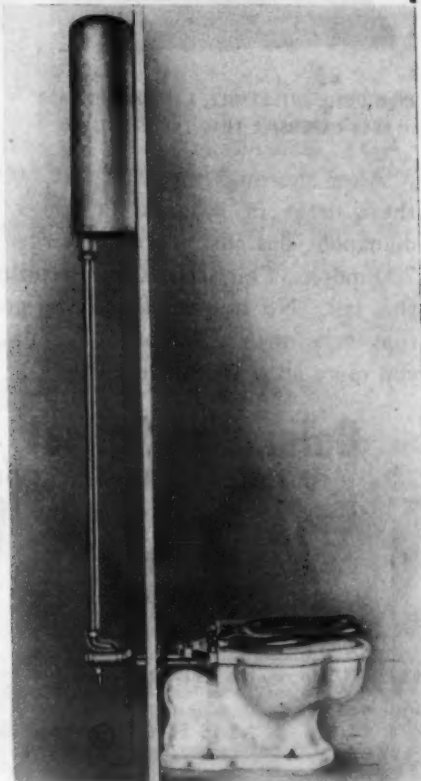
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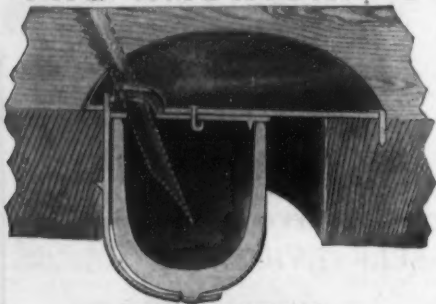
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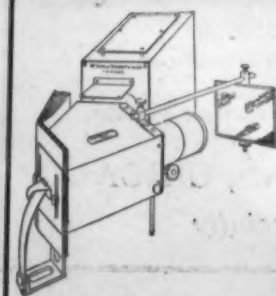
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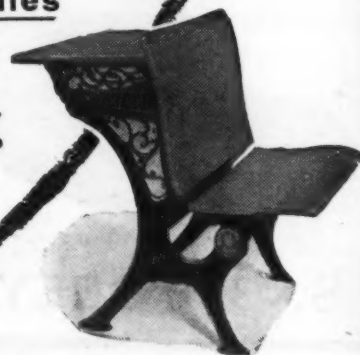
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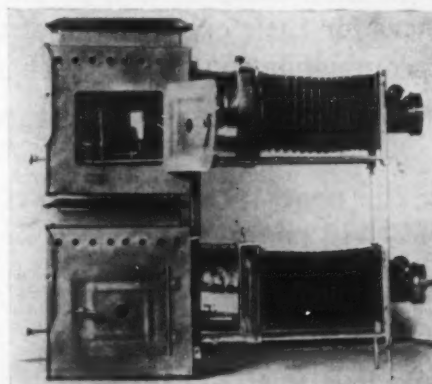
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HOW TO FILL THE VACANT CHAIR.



# THE SCHOOL BOARD: THE INTERPRETER OF EDUCATIONAL DEMANDS\*

By O. E. JACKSON, Nelsonville, O.

From the earliest history of civilization, to the present time, it has been the aim of each generation of mankind to prepare the succeeding for its duties in carrying on the struggle of life. Each generation as it arises is largely the creature of environment, and it in its turn, surrounds the following with those influences which must mould its mental growth. It is these influences which consciously or unconsciously are the forces in education.

These educational forces according to Bagley are of two kinds, informal and formal. The informal embodies all those influences to which every individual is subjected. It is made up of the chance happenings of life, the everyday experience of the individual. The formal embraces those influences, the control of which is consciously assumed either by the individual himself or by some educational agency. For centuries formal education has consisted of two distinct types; the first is that which has been controlled by the schools, churches, homes; the second, that which has been received through apprenticeship to trades. So distinct have been these two types of education that until recently they were not looked upon as being even slightly related, and the man, however skilled as a laborer, was in no sense considered an educated man. The growing prominence of industrialism, the rapid increase in machinery, with its consequent demand for skilled help, has produced a class of expert laborers and has given rise to a demand for a training which the old educational policy of apprenticeship cannot meet. Education, which for centuries meant a training for a profession, has been enlarged. Not only must the doctor, the lawyer and the minister be educated, but the mechanic as well.

## Meaning of Education.

Education is defined as the process by means of which the individual acquires experience which will help him to make more efficient his after life. That man is now considered educated who is able to take his place in the social life and to help carry on its burdens; who is not a drag upon the generation in which he is found. This does not imply that he is able to provide himself and those depending upon him with the physical necessities of life alone, but that mentally and morally he is equally efficient.

Thompkins says that educational efforts move in two channels; one toward man's physical and the other towards his spiritual worthiness. Man seeks two ends in life, animal happiness and spiritual worthiness. Education must serve in these two directions, but the choice of ends is usually towards animal happiness. It is this choice which demands the practical in all our teaching.

The practical, as commonly understood, consists of those studies which will best fit the pupil for acquiring a knowledge of business or of some means of making a living. Too many of us have a false idea of the practical. What is popularly known as practical is often most impractical. "Power to think, to adjust the mind to realities, to reach true conclusions from carefully discriminated data, strongly developed and refined sensibilities; and an ethical nature fully aroused are in the line of a truly practical education. Bookkeeping is not the immediate nor the fundamental qualification of a clerk, nor skill in measuring corn bins and computing interest the first necessity of a farmer. That which makes a man supplies the fundamental necessity for a vocation. A clerking man or a farming man is not so serviceable as a man clerking or a man farming. Too much reliance is placed upon the immediate output and not enough upon those powers of mind and heart which make the man ade-

quate to the varying conditions and unexpected situations as they arise."

## Society and Education.

Education in one aspect or another touches every human interest and is the most universal concern of mankind, the most universal because it touches and relates to every phase of human activity and because it is a process which continues in time from the cradle to the grave. Whenever human activity becomes purposed, that is, ceases to be random, we find conclusive evidence of education. The systematic education of youth consciously undertaken through the organization of a school system, implies an aim which society desires to realize through this process. The social group desires that this process shall have certain results, shall produce certain experiences, which will change the pupils in certain definite directions. The persons having charge of such schools have the problem of how best to realize educational aims by and through the organization and conduct of schools. This problem really divides itself into two parts; first, what materials are most effective in realizing these aims; second, what methods of teaching are most effective in using these materials.

In the administration of school affairs we have a dual form of government consisting of a board of education chosen from among the citizens of a community, and responsible to the people of the community in their conduct of affairs; and a teaching force whose duty is to take care of the professional side of the work, and who are responsible to the board of education first, and to the people through the board of education. The board of education is a legislative body; the teachers the executive, hence it is the duty of the former to decide upon what materials are most effective in realizing the educational aims and of the latter what methods are most effective in securing the proper instruction in those materials.

Our fathers after a short experience in government under the articles of confederation framed for themselves and for the generations to come, a government in which the legislative and executive functions were distinct. The workings of our government under the constitution have proved their wisdom. A condition so important in establishing a government should not be overlooked in the conduct of its public schools, to which more than to any one other institution, it must look for its perpetuation and growth.

Every locality in our country has some educational ideal, some demand upon its schools. These ideals and demands will differ widely, yet each locality has a right to expect under our system of local support to have its demands considered.

## Interpretation of Educational Demands.

Education has ever been conservative in its attitude and it is well that it continue so, but that conservatism must not become so established upon old customs and ideals, that it means unchangeableness, stagnation. Probably the greatest reason for conservatism in education has been due to the fact that it takes generations to work out an educational policy, and those who are the innovation in any movement having for its ideal the change of an established custom must base their reasonings upon theory and trust to future generations for the result. Some may say that since the teaching of the present is fitting the man of twenty years hence for his position in the world, therefore, it should require for an interpreter of its demands some one who has made a special study of conditions, some one more thoroughly prepared than the average board members. The members of our boards of education taken as a whole, I feel assured are made up of a class of citizens who rank with the best in their localities. They are usually busy men, engaged in successful business or



HON. L. R. ALDERMAN,  
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Salem, Ore.

professions, and it is such men who it seems to me, are more skillful in forecasting the future in its practical workings than is the scholar who is wholly wrapped up in his studies. A man does not need a broad educational experience to judge whether the graduate of the public school he is employing is a practical, well equipped helper.

Too often, it seems to me, is the entire conduct of the school system left in the hands of its chief executive, the school superintendent. He has his place as a supervisor of methods for securing the results which the community demand, and in this position, I believe that he should be as independent as the board itself, but no man, however widely known in a community, will be as capable of interpreting and putting into force the demands of the people as will a board selected from men representing a number of different vocations.

## College Domination of Education.

For centuries the educational policy of all civilized nations was dictated by the church, and while the present civilization has been the result, we are not conceited enough to claim that there might have been much greater results if the policy had been more in the hands of the people. Germany, the first European nation to break away from the old established form and to introduce some industrial education into its school system, has so rapidly gained in supremacy over the other nations that they are much concerned as to how to regain their lost prestige.

The history of schools in America from their beginning in the New England colonies to the present time shows that the dominating influence in dictating the instruction in the public schools has been the colleges. And there never was a time when it was more true than the present. The course of study in the grades of towns and cities and even of our country districts is directed towards fitting pupils for high school and the high schools must all arrange courses so that they will have the number of units required by the colleges for entrance.

Our larger schools give some liberty in choice of courses, but where the schools are unable to provide several courses of work the college preparatory is the one selected. This we believe is due to the fact that the courses of study have been prepared almost exclusively by the school men who have been mostly college trained men. We do not wish to detract from the worth of a college education, nor to infer that the qualifications of a teacher should be less than a college or university training, yet we believe that it is a serious menace to our high schools to let them be run entirely under such influence. When a community is taxed to support a public high school and that school requires all in attendance to take those studies which are recognized as preparing a select few for a higher professional education, there will come sooner or later a feeling that the school is not serving the best interests of the community. We have only to turn to the history of the

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\*Address before Ohio Association of School Boards.



# The Choice of Teachers

By JESSE JOHNSON, Xenia, Ohio

It goes without saying that the public schools are conducted for the children. But some things that "go without saying" are so rarely said that they need saying with emphasis. Every piece of the complex machinery of our public school system exists and does its part with the children's education as the end. If, therefore, a contract is let to a certain party because that party can make a return to some member or members of the board of education, the high purpose of the state in maintaining schools is lost sight of, being buried under an unworthy motive, and the whole working of the splendid mechanism is disturbed because the board forgot the children. If a teacher is employed because she needs the salary and not because the children need her, again we have forgotten the truth, so evident as to "go without saying," that schools are for children and not to furnish employment.

This, then, is the fundamental principle to be kept in mind in choosing teachers, that the educational interests of the children constitute the basis of choice. I believe, too, that the hardest single problem that confronts school authorities is the problem of getting people fit to stand daily in the presence of children and youth in the high capacity of educator. That the public has felt the difficulty of this problem is proved by the fact that the work of choice is being thrown more than formerly on men whose business it is to make a careful study of this very thing, and to become so far as possible experts. They represent the people in a matter in which a body of men could not well act.

Nor is there any single problem of school management that equals this one in importance. The proper housing of the children in school is important. The equipment of a classroom is important. The course of instruction is more important, because here you are coming nearer the pupil himself. But the teacher is the living, personal force which awakens and leads out the powers of the young folk who are to take our places in the world's work very soon. I, therefore, take off my hat to teachers. Given a sufficient number of real teachers, born and trained for teaching, and you have that without which you can not have a good school no matter what your material equipment and your system; and with which you can have a good school though many other desirable things be lacking. Mark Hopkins could do more for the boy in a modern college with modern equipment than he could on the celebrated log; but a score of listless, unenthusiastic, uninspiring professors in the midst of the most up to date equipment would be no match for Mark Hopkins darting his force the length of a log.

## Personality the First Requisite.

So we mention as a first quality to be sought in teachers that somewhat elusive and indefinable something called for want of a better name personality.

The sum total of consciousness is made up of many elements, such as feelings, volitions and the rest; and the influences from outside us, particularly childhood and youth, together with our own conscious direction of the elements of our internal life, results in a certain balance or proportion of these elements which tends to become a permanent life habit. This process of arriving at a balance has been not inaptly called organizing one's mind. It may be done poorly or well, loosely or firmly, weakly or strongly. And so you have a man, let us say, who does not give vigorous attention, who is not in control of a mind working consecutively and persistently toward a well considered end, who hardly knows what he is aiming at and will allow the latest suggestion to change his course. Of all this he may be uncomfortably conscious, even painfully conscious, but this does not help him. It rather hinders him by destroying what self-possession he might otherwise retain. He has no poise in the

presence of others. He has an apologetic air and a furtive eye, the external signs of an internal fear. His mental life is not thoroughly organized and under vigorous management; he has not taken efficient charge of himself and he knows it. He lacks personality. A man or woman of this type should not think of teaching, and authorities should see that such do not get into our schoolrooms. No one will detect the external signs of such weakness more readily and surely than our John and your Mary, and then we shall begin soon to hear from them how bad the other children are in school.

The man who has what we call personality, has had charge of himself until self-possession has become habit, and is unconscious and easy. He knows definitely what his intentions are, and his powers are all schooled to act their respective parts in the steady pursuit of his ends. He does not at once give up his own at suggestion of another's plan on the weak assumption that another's must be better than his own. Being master of himself he can wield an influence on others. This is not egotism nor stubbornness. It is a normal self esteem and dignity arising from clear thinking and steady use of will in managing one's mental life. Hence it is power. Men want this personality everywhere, in business, in politics, in every work where we must meet and deal with people. It is needed in the schoolroom, if anywhere.

## The Effect of Enthusiasm.

A second quality to be sought in teachers is enthusiasm. A man who could manage to hold a teaching position at seventy-five dollars a month hating his work all the while, or could honestly earn sixty dollars a month enthusiastically raising garden truck, ought to do the latter for the sake of his own personal integrity, for the sake of the vegetable market and most of all, for the sake of the school children. Nothing will breed ennui in the pupil as surely as ennui on the part of the teacher. Like begets like. The divine law, reiterated so often in the first chapter of Genesis, all things reproducing "after their kind," holds good here. Enthusiasm begets enthusiasm. It is a dull pupil, indeed, who will not respond to a bright and genuine interest on the part of a teacher. And the teacher has a right to think that he is engaged in about the biggest thing that is going on. A man likes to have part in a great enterprise, though his part be humble. If one could have some small part in managing the construction of the Panama Canal, he would mention it on occasion as long as he lived. That work is large, far-reaching, and it thus appeals to the heroic in us. Now a teacher who does not have some such "vision" of his work will grow weary in well doing, and may even faint. The money he gets may keep him at work till he can find more lucrative employment, but it will not enthuse him much. Nor would it if it were ten times as much as it is. Teachers should, indeed, be paid larger salaries, but it isn't in the nature of money to give the genuine thing we are speaking of—enthusiasm for the work as a great and noble enterprise.

The biggest single thing that Ohio is doing today is being done in her schoolhouses. We are putting twenty-seven millions or so a year into our public schools, and the amount increases by about two millions a year. Suppose that a proposition should be made to the people of Ohio that the schools be held up for ten or fifteen years and all this school money be used for a vast scheme of improving our waterways and developing our natural resources. No doubt a very specious argument could be made for such a scheme. A great deal could be done with that sum of money. And it would do much good. Yet the answer of Ohio to the proposal would be like that of Paul to his own question whether we should sin that grace may

abound. He disdains to argue such a question and exclaims "God forbid." Ohio would answer about the same way because she knows she is doing a great deal bigger and better thing right now with the money. Something of that ambition to get into a big game is in the genuine teacher.

## Sympathy and Success.

We may mention as a third quality to be sought in our teaching force a sympathetic understanding of children. We assume, of course, that the teacher has a competent knowledge of his subjects. A further and important question is whether the teacher can approach a subject from the pupils' standpoint, see with the child's eyes. A learned person may be a poor teacher for the reason that he can not get back, in an intellectual sense, to the side of his pupil. This power is desirable everywhere. Social agreeableness and effectiveness are largely dependent on it. If you wish to lead anyone, you have first to find him. A teacher who is going to act as a guide to a class in arithmetic while they discover and explore the subject of interest (that is my conception of a teacher's function) simply must be able to know just where they are and take his place beside them. As the teacher travels farther away from his own childhood, he will have to take care lest he lose this sympathetic touch and find himself working with strangers. Does this applicant like children, understand them, know their viewpoint? A hard question to answer without observing his work for a while. It will become apparent to a careful observer before very long in the "atmosphere" of the schoolroom, in the attitude of teacher and pupils toward each other and of all toward the work of the school.

Brief mention may be made of accuracy and the love of it as a fourth desirable quality. To master a thing just as it is instead of the way it isn't, to present a piece of work complete in every detail, with nothing omitted and nothing wrong, and to get that habit, is to get a wonderful help for life. That habit once formed will mean order and neatness, in personal appearance, in daily work, in the acquisition and impartation of truth. It will have no slight moral value. Of all my teachers I remember five as having been specially strong in this matter. From them there was generous commendation if the work was accurate and complete, but not if it was only to quote often "Whatever is worth doing is worth doing well," and one would add, "If it isn't all there, or if something is a little wrong, it isn't done well." Another would say, "There is a great deal of difference between just right and a little wrong." Now, this habit of accuracy does not come by nature. Many children can only with great difficulty be aroused to a perception of the necessity and beauty of exact and complete truth in what they do, for that is what this thing which we are speaking of amounts to. Just hit somewhere near that satisfies. Now, if it could not be done otherwise, I should be more than glad if my children were required to spend one whole school year in getting the "vision" and habit of truth of which I am trying to speak. It would be a fine year's work, if it were successful. Shoddy, careless work should get no approval. Honest, but imperfect work should get approval for its honesty, but none for its success until it is completed.

## Moral Character Required.

A fifth matter of great importance is good moral character. This does not, I believe, need the emphasis which it needed twenty-five years ago. So far as I know, statistics on this matter are not available. But the impression of a number of people whom I have asked is that there has been a steady improvement. I am very sure that some men who were in demand as teachers in my youth could not now get

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# School Law.

## School Districts.

While under the Georgia laws (act of Aug. 21, 1906) to provide for the local taxation of public schools, a county board of education might, after the county was laid off into school districts under the act, alter the boundaries of the district, they could not cut off substantial portions of several adjacent districts, and out of such portions establish a new school district.—Hodges v. Talbert, Ga.

Where the south line of a school district was extended farther south to include a certain farm, the extension was valid, though there was another strip of land between it and the original boundary line, since the strip of land was included also, making the farm contiguous to the whole district.—Thornton v. Head, Ky.

A consolidated independent school district, organized under the Iowa school laws (code suppl. par. 2794a) providing for the organization of consolidated independent school districts of contiguous territory of not less than 16 government sections, may maintain its territory, and a consolidated independent district subsequently organized may not take territory of the former district so as to reduce its territory below 16 sections. (Affirmed by equally divided court.)—State v. Board of Directors of Independent Dist. of Webb, Ia.

The decision of the county board of education and state school commissioner, holding that a new school district had been properly established, and that the money raised by taxation of the residents and taxpayers of a portion of a territory of a school district as originally laid out, would be appropriated for schools in the newly created district, would not prevent an appeal to the courts by the taxpayers and residents of the portion of the territory so cut off from an original district to prevent the misappropriation of funds raised by taxation on their property.—Hodges v. Talbert, Ga.

Under the New York education law of 1910 (chap. 140, par. 197), a meeting of the inhabitants of a school district without personal notice on any inhabitant of the district, where no resolution changing the mode of notice has been adopted at any annual meeting, is irregular.—Austin v. Board of Trustees of School Dist. No. 5 of Town of Babylon, Suffolk County, N. Y.

The New York education law of 1910 (chap. 140, par. 200), providing that proceedings of no district meeting shall be held illegal for want of due notice, unless the omission to give such notice was willful or fraudulent, does not validate a meeting held without notice to any of the inhabitants.—Austin v. Board of Trustees of School Dist. No. 5 of Town of Babylon, Suffolk County, N. Y.

## Boards of Education.

The court, in construing the power conferred by the board of education of a city on a committee thereof, will not only look to the language used in the order conferring the power, but also consider the purpose of the appointment of the committee and the intent of the board must be sought, so that the scope of the order conferring the power may be measured.—Byrne & Read v. Board of Education of City of Covington, Ky.

Under the Maine laws (priv. and spec. 1868, chap. 465, par. 2, amended by laws of 1907, chap.

129), permitting the superintending school committee of Lewiston to appoint a superintendent of schools for such term as they may determine, but providing that he may be removed at the pleasure of the committee, the committee cannot deprive themselves of the right to remove at any time by making a contract of employment for a definite term and for the payment of the agreed salary for the whole term, though the superintendent be discharged.—Collins v. City of Lewiston, Me.

Where a meeting was called without legal notice to any of the inhabitants of a school district, a vote at such meeting for the construction of a schoolhouse gave the trustees of the district no power to issue bonds or award contracts therefor.—Austin v. Board of Trustees of School Dist. No. 5 of Town of Babylon, Suffolk County, N. Y.

A committee of the board of education of a city, appointed to investigate the legality of a claim against it which had been reduced to judgment by default in the quarterly court and to engage the services of an attorney and report to the board, has authority, on the attorney employed by the committee advising that the board was not liable, to order an appeal from the judgment, where there would not be another meeting of the board before the expiration of the time within which an appeal could not be prosecuted.—Byrne & Read v. Board of Education of City of Covington, Ky.

The board of education of Covington is a body corporate, and it can contract only in behalf of the common school interests of the city; and an attorney, employed by six of the twelve members of the board to sue to compel the other six to meet with the former, so as to proceed with the business before the board, has no action against the board for services rendered, because the services were not rendered in behalf of the common school interests of the city, and because members of the board, acting independently and personally, may not employ one to perform services for the board.—Byrne & Read v. Board of Education of City of Covington, Ky.

The board of education of a city, which appointed a committee to investigate the legality of a claim against it which had been reduced to judgment, may ratify the acts of the committee ordering an appeal from the judgment, and give to the acts of the committee the same effect as if directed in advance.—Byrne & Read v. Board of Education of City of Covington, Ky.

## School Bonds.

The Tennessee laws (chap. 580, acts of 1909), authorizing counties and municipalities to issue bonds in aid of public normal schools, is not unconstitutional, because neither it nor chapter 264, authorizing the establishment of such schools, provides for permanent location of such schools.—Ransom v. Rutherford County, Tenn.

Under the Kentucky statutes (par. 3462-5-70), creating a board of education in cities of the third class, with power to employ teachers, maintain buildings, etc., the general council of the city cannot refuse to levy a sufficient tax to cover an estimate of money needed by the board, certified under section 3469, because in its judgment the demands of the board are excessive, where proper demand is made within the limits prescribed by law; the number of teachers required, the amount of salaries to be paid, etc., being matters on which the board's determination is conclusive.—Board of Education of City of Bowling Green v. Townsend, Ky.

## Taxation for Schools.

Establishment of a public school system and exercise of the taxing power for its maintenance is at the same time a state, a county and a municipal purpose, expressly authorized by the state constitution of Tennessee.—Ransom v. Rutherford County, Tenn.

Where it is made the duty of the treasurer of a school district to sell land for delinquent school taxes, it is sufficient if the clerk of the school board attends and makes the sale at the instance and request of the treasurer.—Wilson v. Locke, Idaho.

## Teachers.

That one has a certificate to teach from those authorized to issue certificates, is presumptive evidence that she possesses all the necessary qualifications, and a board of education electing her may so assume, and need not inquire into her eligibility.—Davis v. Harrison, Ky.

Under the Kentucky statutes (sec. 4426a) requiring a division board of trustees in each educational division to elect teachers, and requiring the board to meet for the election of teachers on a specified day, meetings of a board at which teachers are elected must be held at the time specified, or at such times as the chairman of the board may designate, and a majority of the members thereof must be present in person.—Davis v. Harrison, Ky.

Where a teacher has been regularly elected by a board of education, the chairman and secretary of the board must enter into a valid contract with her; and where a contract presented to the chairman by the teacher for his signature is not in due form, he must prepare one acceptable under the law.—Davis v. Harrison, Ky.

A public school teacher, having nine years' normal and high school training, and holding a probationary appointment in group A, class 6, of the Washington public schools, at \$1,000 a year, who received a permanent appointment at the same salary, and was assigned to a high school subsequent to the passage of the act of congress of May 26, 1908 (c. 198, 35, stat. 289), providing that "teachers hereafter employed" in high schools may be placed in group A, class 6, and receive their longevity increase according to their number of years of experience in teaching in such schools, is entitled to the benefit of such act, under the provisions of which she is entitled to \$1,800, the maximum salary of her group and class.—Dist. of Columbia v. Martin, D. C.



## A Wise One.

Miss Primer:—The author of the new readers keeps his identity closely concealed.

Miss Supervisor:—Yes, until I examined the books I thought it was due to modesty.

Miss Primer:—Isn't it?

Miss Supervisor:—No; discretion.



# The Early History of the Boards of Education

By PAUL C. STETSON, Superintendent of Schools, Big Rapids, Mich.

The development in this country of school boards was inevitable. It was the normal result of interest in the child. The division of labor in education as well as in all walks of life works its own economy. The authoritative management of schools is justified not alone because the training of the mind is of overmastering importance, but on the plain business principle that to make the most economical use of resources many departments are needed. There were three causes for the development of school systems in the United States.

(1) The conviction, which became general, that every child should receive a fair share of education.

(2) The idea that the property of the state should be responsible for this education, and,

(3) The fact proved by experience, that school unity and system are best secured by authorized supervision. Bishop Fraser said, "The great desideratum of the common school system, both in Massachusetts and the states generally is adequate, thorough, impartial and independent inspection of the schools." Twenty years later an editorial in the "New England Journal of Education" stated that: "The most important question of the hour in education is that of supervision."

## The Earliest Beginnings.

During the colonial and provincial periods there was no statutory provision for supervision of schools. At first the function of administration and supervision was performed by a clergyman and "selectmen" of the town within the district. They performed the necessary duties in connection with the maintenance of the schools. But in the age when quantity, rather than quality, was desired, supervision of a pedagogical nature was lacking. The religious phases of work were carefully guarded since clergymen were an important part of the committee. The school committee was supreme in matters of general direction and its duties were chiefly clerical. The selection of teachers and regulations of schools were vested in the town as a corporation, and not in any particular officer of it. The choice of teachers was guarded by the fact that their scholarship and manners must be attested by the ministers. In practice there was no uniformity. Often the town in its meetings chose the master, fixed his salary, and regulated the terms of admission to the school. More often committees were chosen to perform these functions as well as provide and repair schoolhouses and lay out districts. These committees were chosen for specified executive functions and had no term of service.

The town of Dorchester, Massachusetts, claims to have introduced the first local school board. In a resolution drawn up during a town meeting in March, 1645, it was ordered that "three able and sufficient men of the plantation be chosen to be wardens or overseers of the school, who shall have charge, oversight, and ordering thereof, and of all things concerning the same in such a manner as is hereafter expressed, and shall continue in this office and place for the term of their lives respectively, unless by reason of any of them removing his habitation out of the town or for any other weighty reason. The inhabitants shall name, elect, and choose another in his place, in which case and upon the death of any of the same wardens the inhabitants shall make a new election and choice of others." This plan of school management, under what is probably the first official school board, did very well for those days. The school boards generally included educational men—

the clergymen of the town, the physicians, and one member of the legal profession. The clergyman was the leading member in the commission. This commission had full control of the school and all pertaining thereto.

## A Vigorous Law.

The next instance of the formation of a local school board is found in the Connecticut Code of 1650. "Inasmuch as the good education of children is of singular behoof and benefit to any commonwealth, and whereas many parents and masters are too indulgent and negligent of their duty in that kind; it is therefore ordered by this court and the authority thereof, that the selectmen of every town in the several precincts and quarters where they dwell shall have a vigilant eye over their brethren and neighbors to see first: that none of them suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue and have a knowledge of capital laws, upon penalty of 20S thereon. And if any of the selectmen, after admonition by them given to such masters of families, shall find them still negligent of their duty in the particulars afore mentioned, whereby children and servants become made stubborn and unruly, the said selectmen with the help of two magistrates shall take such children or apprentices from them and place them with some master which will more strictly look into and force them to submit to government." This was a vigorous system among a thrifty and self-denying people. It betrays no loose sentiments of tender hearted indulgence. What a furor would arise should the modern school board attempt to exercise such powers! In some cases the board could at its own discretion put to death all unruly and disobedient scholars.

In Pennsylvania in 1682 William Penn, who was a liberally educated and broad-minded man and shared the most enlightened sentiments of his age, proposed the following resolution which was adopted and put into use: "And fourthly a committee of manners, education and arts that all wicked and scandalous living may be prevented and that the youth may be successfully trained up in virtue and useful knowledge and arts."

In Vermont nearly two hundred years later superintending committees in different towns were appointed with functions similar to those of Massachusetts and Connecticut of two centuries before. The very literal ways in which the duties of these early committees have been carried out and adopted by the present school boards illustrates the fact that the evolution of the office has not been so much along the lines of selection of the boards or their duties, but in the personnel of the boards.

## Some Deductions.

This brief resume of the early history of the local school boards brings out several facts:

*First*—That they are an American product. As such they possess some of the vices as well as the virtues of an American form of government.

*Second*—They are a social product. They illustrate the tendency found in all people of desiring to co-operate in the training of the young.

*Third*—That no matter how much other organizations have changed the local school board in its purpose and scope of work is not much different than the board formed by the town of Dorchester nearly three hundred years ago.

*Fourth*—That the present school board, owing perhaps to the fact that the schools are supported

by a general taxation and to the sentiment against any form of sectarian teaching in the schools so supported, has not the "personnel" which made up the first boards. The minister, who two or three centuries ago was the best educated man in the corporation, was generally chairman of the committee. The other members were men of high repute and education who performed their duties with a literalness and a conscious sense of the responsibility put upon them which would be hard to duplicate in some modern boards. On the other hand, school boards are now better organized and do their work in a more business-like and systematic way. According to Prof. Hart in his "Studies in American Education," our system of schools conducted by local boards with only suggestions and little or no control by the state or national government has great advantages over the earlier systems. "It promotes healthy rivalries, allows for peculiar circumstances, and cultivates a lively public interest."

## State Boards.

The formation of state boards was due to several causes. As time went on unexpected defects were found in the national government. Trust in the national government tended to decrease and faith in sovereignty of the people to increase. Suffrage was more widely extended and at the same time governmental authority was being lessened. The social life of the United States was becoming rapidly complex and intricate. New questions, new issues and new demands were confronting the state governments, the old questions and interests, however, remaining. The natural result was that the states almost literally discarded their first constitutions and formed broader, more comprehensive instruments which defined their powers and functions with greater fullness and definiteness. Education then, as now, being one of the great and growing problems of the day, received a full share of consideration in the formation of the new constitutions. The years 1825-1850 have been called the "Educational Renaissance," inasmuch as between these years the first normal school was formed, the first state superintendent appointed, the first teachers' institute held, and, what concerns this paper more, the first state board of education created.

At the present time in nearly all the states a state board of education is formed whose duties are to examine teachers and manage the state school fund. The first state board organized was in 1825 in North Carolina. Its title was "President and Directors of the Literary Fund." Ten years after North Carolina, Missouri followed by creating a similar department known as the "State Board of Education." As early as 1824 in Missouri, twelve years before they formally instituted a board, civil commissioners were required to visit or appoint visitors to the schools. They were to inspect the schools every six months, examine teachers, grant licenses and exercise "general supervisory power." They controlled the state by districts. Horace Mann, whose name means much to the whole United States and to Massachusetts, formed and was secretary (equivalent to being president in other states) of the first state board of education in Massachusetts. The first state boards were confined to the management and investing of funds, control of school lands and other services which concerned the institutions as natural duties.

## The National Bureau.

On February 10, 1866, in Washington, D. C., at a meeting of the National Association of



State and City School Superintendents a bill was first introduced for the securing of a national bureau of education. This was done because it would render assistance in the establishment of school systems where they do not now exist and would also prove a potent factor for improving and strengthening the existing system of education. Six reasons were given, dealing chiefly with the value of statistics, why it was thought the proposed bill would accomplish this.

The bill, due largely to Mr. Garfield's eloquence, passed Congress and in February, 1869, received the President's approval. In advocating it Mr. Garfield used these words, "It is the voice of the children of the land asking us to give them all the blessings of civilization."

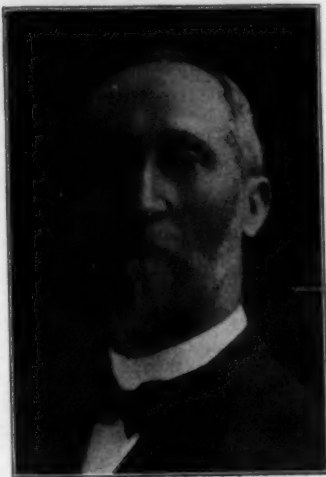
The history of the American school board administration is one of unification and of progress from the chaotic conditions under which each school district was doing what it pleased without hindrance from any outside authority or any adequate supervision from within; to those conditions under which it is fully recognized that if the people as a whole are to be educated, definite standards of excellence must be demanded of all schools and that such can only be secured and maintained through the appointment of responsible officials vested with authority and competent to direct the schools. The evolution has been from a state of chaos to one in which there is at least a sufficient degree of centralized power in school authority to make it certain that there can be no absolute lack of some school supervision in any part of the land.

The whole move of establishing school boards has been one of experiment, of feeling about for the most perfect system under which the most perfect schools could be provided for all the people. Some backward steps have been taken, but they have in every case been due to errors in judgment rather than in purpose.



The largest and most important piece of school legislation now under consideration is the Pennsylvania code. The act by which it is hoped to effectually reform the educational administration of the Keystone state, was introduced into the legislature late in January, and has since been running the gauntlet of the house and senatorial committees. While these have generally been disposed to give the measure a fair and even favorable hearing, the political powers from the large cities have not been willing to see the schools pass from their control without a struggle. The organization of the school boards and their independent financing powers form the greatest center of contention. The professional school people and members of school boards are fighting valiantly for what they believe to be necessary for the preservation of the school system.

The Montana State Teachers' Association has begun a comprehensive campaign for needed school legislation. A committee of the association recently recommended several measures which should be acted upon by the legislature immediately. Among them is a bill for the appointment of an educational commission of five persons who shall undertake the codification of the present school laws and present a report of their work two years hence. The teachers' association has recommended a long list of desirable changes in the present laws which such an educational commission might well consider. The committee which is furthering the appointment of a commission is headed



HON. WILLIAM P. EVANS  
State Superintendent of Schools for Missouri.  
Jefferson City, Mo.

by Superintendent R. G. Young of Butte.

Dr. Martin G. Brumbaugh, superintendent of the Philadelphia schools, has been confined for several weeks to his cottage in Atlantic City. Mr. Brumbaugh had a fall about a year ago which wrenched his back severely. Again in January, 1911, he had a similar accident.

Minneapolis, Minn. The school board is considering plans for reducing the maximum size of all classes in the elementary schools from forty-eight to forty pupils. It is estimated that the change will require an outlay of one million dollars for additional classrooms and salaries.

Atlanta, Ga. Superintendent Wm. M. Slaton has asked the board to discontinue the hiring of inexperienced teachers as substitutes. The supernumeraries should be, according to Mr. Slaton, the best, experienced women in the corps so that a class which is temporarily deprived of its regular teacher may have the services of a person who is best able to take up the work.

Superintendent Frank B. Dyer of Cincinnati has been authorized, upon his recommendation, to use soft maple trees for arbor day planting instead of American elms. The former trees succeed better and grow faster.

The Boston school committee recently appropriated the sum of \$250 to be used by the superintendent in attending such educational conventions as he deems advisable. The amount of \$1,200 was voted the assistant superintendents for the Mobile convention of the Department of Superintendence. Each of the men spent a week visiting schools in addition to attending the meeting.

J. H. Ackerman, for the past twelve years superintendent of public instruction for the state of Oregon, was recently elected president of the Monmouth State Normal School.

The position carries a salary of \$3600 annually, and is perhaps the highest position in the state from an educational standpoint. Mr. Ackerman assumed his new duties on February first.

Superintendent R. E. Denfield has been re-elected by the Duluth board of education for the term of three years. The salary attached to the office has been increased to \$4,500 per year.

Superintendent-elect Henry J. Willingham of Alabama has recently begun a publicity campaign for educational legislation in his state.

Mr. Willingham urges six subjects which demand immediate attention at the hands of the lawmakers:

1. Local taxation.
2. Better supervision of schools.
3. Compulsory attendance.
4. State aid for building and repairing schoolhouses.
5. Teachers' institutes.
6. The appointment of a legislative commission to codify and simplify the school laws of the state.

Topeka, Kans. The school board has elected Mr. C. C. Starr to succeed Mr. L. D. Whittemore as superintendent of the public schools. Mr. Starr is at present assistant state superintendent of public instruction under E. T. Fairchild. He will receive an annual salary of \$2,750.

Manistee, Mich. The school board has introduced the Batavia system in the local schools. The plan provides for the instruction of backward pupils by special instructors.

Forty-six women were chosen as county superintendents of schools in Iowa, November, 1910.

Los Angeles, Cal. At the request of Supt. J. H. Francis the school board has directed the opening of an intermediate or "junior high" school for bridging over the gap between the grammar and high school. The school will contain the ninth grade and will be conducted on the departmental plan.

State Superintendent Ellsworth Regenstein of Kentucky has recently issued an official school calendar in the form of a post card for the guidance of school officials and teachers. The calendar is a very simple list of legal holidays, examination days, election days, etc. The busy school official who has a copy of this calendar in his desk can see at a glance exactly upon what date the installments of state school moneys are due, when elections must take place, when reports are due to the state department, when the census must be begun, when state and local teachers' associations meet, etc. Similar card calendars would be useful in counties and states as well.

Huntington, Ind. Superintendent Orville Craig has recently ordered the discontinuance of caps and gowns at annual high school commencements. He proposes that the eighth grade exercises be discontinued and that students enter the high school without further formality.

Meriden, Conn. The girl graduates of the local high school will wear graduation dresses made of the same material so as to avoid differences between the social standing of parents.

Hamburg, Ia. The school board has decreed that at future commencement exercises the graduates wear caps and gowns.

Chicago, Ill. The board of education has authorized its secretary to install time-clocks in the various business, repair and manufacturing departments.

Cleveland, O. The school board has recently employed an expert accountant to systematize the business management of the school department. The accountant will audit the books for two years back and will suggest a method of handling purchases and paying bills against the school.

Washington, D. C. Upon order of the president of the board of education, teachers are required to make out daily time cards attesting to their service in the schools. The cards are sent by the principal to the administration headquarters and form the basis for making up the monthly payrolls.

#### FAILURE.

By Dr. J. A. Averdick, Covington, Ky.  
There is no such thing as fail! We may not gain  
The longed for goal, of a thousand dreams,  
But he who *strives*, yet dies, unknown to fame  
Has won a crown, whose splendor pales the gleams

Of merely human meed! To strive means much  
For earnest striving, gives the Midas touch  
That turns each noble thought, to deed most rare!  
And who has striven at all, can never feel  
The touch of failure! Fate may not reveal  
Success or even progress, yet most sure  
The thought and inspiration *will endure!*  
E'en though no record shines, where men may know

Some life is tangled in fate's undertow,  
Some life, whose very dream of better things,  
Lifts it above life's gloomiest happenings!  
Perhaps, if we could see across the veil  
We'd read that one who strives can *never* fail!



## DEPARTMENT OF SUPERINTENDENCE

## THE MOBILE MEETING

That the department of superintendence of the N. E. A. must go South every five or six years to better appreciate the advantages of meeting in one of the larger cities of the North was amply demonstrated by the recent meeting in Mobile. Still the convention of 1911 of the nations' superintendents will be remembered as a profitable and pleasant one.

With one exception all of the physical conditions were perfect—the weather was bright and mild; the meeting halls were ample and well located. The attendance, as was expected, did not come up to that of previous years. The great distance of the city from the far west and the extreme northeast made it impossible for many members to attend.

Pres. Davidson proved to be a delightful presiding officer. He was always cheerful and often witty, and his good nature constantly reflected itself in the good feeling of the audience and of the speakers.

The attendance was good considering the location of the convention city. The railroad rates which were extremely low were not arranged so as to permit the visitors to come early as has been the case in previous years. The proximity of the Mardi Gras celebration brought many strangers to Mobile and rather crowded the hotels. It also induced many superintendents to leave the convention long before its close and run over to New Orleans. The association officers should arrange in the future to hold the meetings on Tuesday, Wednesday and Thursday so that superintendents who attend need not break up two weeks of work.

The North Central States, as usual, brought the largest number of visitors and the North Atlantic States and New England were a close second. Among the prominent leaders who were seen at the headquarters and in the meeting hall were: Commissioner Elmer E. Brown, Ben Blewett, C. F. Carroll, Frank B. Cooper, H. P. Emerson, C. N. Randall, P. P. Claxton, Charles De Garmo, A. H. Chamberlain, E. O. Lyte, E. E. Balcomb, C. G. Pearse and L. D. Harvey.

Among the prominent absentees were Wm. H. Maxwell, Andrew S. Draper, J. M. Greenwood, Francis G. Blair, Chas. S. Foos, M. G. Brumbaugh, C. M. Jordan, J. W. Cook and J. Y. Joyner.

Bruce's Bulletin listed nearly 1,200 names and Dr. Shepard's registration records showed approximately 1,000 paid members of the association in attendance.

## Local Arrangements.

The local committee at Mobile did not realize the size of the convention nor the importance of preparing hotel and rooming accommodations far in advance. Although the eloquent speakers who extended the invitation at Indianapolis distinctly promised that there would be no advance in hotel rates, the Battle House, which was the official headquarters, practically doubled its charges and in addition repudiated a large number of reservations made months in advance. Many superintendents who arrived on the opening day were forced to hunt for rooms in the residence districts and much dissatisfaction was expressed. When the local committee finally got into motion its officers found plenty of rooming houses and everybody was well taken care of. Supt. S. S. Murphy acted as host for the convention and was on hand at all times, with a genial word of welcome, looking after the comfort of visitors and straightening out difficulties. He was not, however, sufficiently supported by the local committee which should have taken much of the work off his hands.

Secretary Shepard was in charge of the regis-

tration headquarters and handled his department with his usual tact and completeness of detail.

## The Program and Meetings.

The meetings which were held in the Lyric theater and in the assembly room of the Battle house proved far more interesting and timely than the subjects and speakers promised. Pres. Davidson, who had chosen as the general topic for discussion "the educational achievements and endeavor at the close of the past decade of the twentieth century," built a program which proved far more timely and inspiring than was at first expected.

The first session, devoted to educational conditions in the South, brought out many interesting facts concerning the status of schools in the southern states. The speakers, who are leaders, did not, however, attack their subject fearlessly but contented themselves with generally praising the remarkable progress which has been made during the past fifteen years. They wisely refrained from making extended comparisons with other sections of the country.

Mrs. Ella Flagg Young carried off the honors in the second session by her rather plain and practical discussion of present elementary school instruction. She pointed out the great progress in the physical, mental and vocational training now afforded as compared with the past two decades.

The evening session of the first day was made interesting by impromptu addresses in the absence of the lecturer who was to have held the platform. Dr. J. B. Aswell of Louisiana, who discussed the necessity for training children to become real men and women rather than dull workers, Henry Suzzallo of New York, John McDonald of Topeka, and Mrs. Ella F. Young won much applause by their vigorous inspirational talks. The meeting demonstrated that some men and women in the association can do better without a set paper than with it.

The second day's program was devoted entirely to the discussion of recent educational advances. Mr. Chadsey spoke of the widening function of the city schools in bringing to the people the full possibilities of the school plant through special attention to defective and backward and delinquent children, through evening lectures, social centers, etc. Supt. Cary of Wisconsin spoke of the rapid evolution resulting from the assistance which the various states are giving to education through the training of teachers, better laws for education and greater funds. In speaking of education as a national function Commissioner Brown took up the necessity for co-operation between the various states in fixing a uniform standard of the various classes and grades of schools, in the certification of teachers, etc.

The round tables in the afternoon of the second day proved particularly interesting. Co-operation between the various educational forces was discussed by the state and county superintendents. The city superintendents of larger cities, however, who took up the problem of economic administration rather overshadowed the other round tables in interest and importance. Mr. Frank B. Dyer of Cincinnati told of the success achieved in Cincinnati by classes for foreign-born, for defectives, etc. In treating the problem of the repeater Mr. J. H. Van Sickle of Baltimore displayed charts showing the actual results obtained from the use of the three group system in reducing the number of non promotions. The figures presented were so remarkable that the audience kept Mr. Van Sickle busy answering questions long beyond the time for adjournment.

The Saturday program opened with a discussion of the practical results obtained in open-air schools in Chicago. Mr. Leonard Ayres made a plea for training elementary and physically unfortunate children.

The afternoon session was very fittingly closed by W. H. Elson, who told of the endeavor made in Cleveland to balance the course of study and to continue the schools throughout the calendar year.

## The Business Meeting.

The annual business meeting of the association was enlivened by a discussion of the report of the committee on Uniform Key Alphabet.

Milwaukee presented the first invitation for next year's convention and was followed by eloquent invitations from Pittsburg, St. Louis, Washington, D. C. It required two ballots to accept the invitation of Supt. Blewett for St. Louis.

The committee on nominations reported as its choice for the officers for the coming year the following:

President, Supt. Chas. E. Chadsey, Denver, Colo.

First Vice-President, County Superintendent O. J. Kern, Rockford, Ill.

Second Vice-President, State Superintendent H. J. Willingham, Montgomery, Ala.

Secretary, Harlan Updegraff, Washington, D. C.

The business of the meeting was distinguished by the number of committee reports and committee appointments which were made. The importance of the report of Prof. Strayer for the Committee on Uniform Reports and Records and the report of Prof. Suzzallo for the Committee on Economy of Time in Education were thoroughly appreciated and applauded. They created but little discussion and will undoubtedly produce their greatest effect through the printed pamphlets which will be issued. The report of the committee on the Uniform Key Alphabet, while it was overshadowed in importance by the two previous reports, provoked the only debate of the meeting and when Chairman Seerley finished reading the document that had been distributed to the members last fall there followed an immediate clamor. John McDonald of Kansas led the opposition to the report and E. O. Vaile of Illinois championed it. President Davidson's tact and continued good cheer prevented here a very nasty display of feeling. The report was finally adopted by a vote of 403 to 368 and the committee was discharged.

The resolutions presented were unanimously adopted. They read as follows:

## Resolved:

1. This department recognizes the steadily increasing value of the United States Bureau of Education in gathering and making available educational facts and statistics.

It recalls with satisfaction the prominent part taken by this department nearly half a century ago in bringing about the creation of the Bureau of Education.

It endorses the earnest efforts that members of this department and other friends of education are making to further increase the usefulness of the bureau as defined by the organic act under which it exists, and hereby authorizes the outgoing president of this department to appoint a committee of five of which he shall be chairman, to be known as the Committee on the Bureau of Education, which shall co-operate with the similar committee of the National Education Association in furthering the interests of educational progress through the United States Bureau of Education.

2. The question of the extension of the amount and the character of federal aid given to education is assuming great importance and

(Continued on Page 22)



# Sanitary School Furniture and Equipment

By R. V. CLARK, Superintendent of Schools, Harvard, Neb.

Conservation is, today, uppermost. As to the greatest conservation there can be but one verdict—conservation of health, the greatest worldly blessing. The health of an individual is his greatest asset; our natural health is our greatest resource. In recognition of this truth, Mayor Seidel addressed the American Public Health Association in St. Paul as the "true conservation congress," while former president Roosevelt said to the delegates, "You are dealing with a basic or fundamental national problem." Our government has been urged by many petitions to found a national department of health, as well as departments of commerce, labor, navy or war.

Increased attention has been paid to the whole physical side of living. The responsibility for the health of growing children—the future men and women of the nation—rests with the home and the school. We, then, as superintendents and principals, must study provisions for the limitation of and the prevention of contagious diseases and deformity; also proper control and supervision of and necessary means for quarantine, isolation and disinfection. We must study the favorable conditions conducive to natural, healthful physical development. It is our business to know whether a child is in the ideal condition to be educated, and if not, why not; and what should be done.

In this paper our interest centers upon sanitary school furniture and equipment. That the child's school desk may be designed to secure and preserve health, it must provide—as he or she sits with forearms resting upon the desk—one certain definite height from floor to desk surface. The seat must be at one certain elevation, allowing the student's feet barely but restfully to touch the floor. It should also have the proper slope and sustain the correct angle with its back, which back should support the spinal column, at a point just below the shoulder blades; at the same time it should be at a definite distance from the front edge of the desk. With scarcely two little people of the same size in the class or room, what does all this necessitate? It necessitates this: School furniture which is perfectly adjustable, desk adjustable up and down, seat adjustable, not only up and down, but backward and forward also in its angle to the back, which back itself should be adjustable in height. Why all this? To prevent curved spines, sunken chests, consumption.

The material of the desk is important. Well dried, varnished wood, smooth iron standards finished with baked on enamel are required. Carving, open iron work and massive construction may be desirable for the home, but at school there should be as few lodging places for dust, bacteria and disease germs as possible. Who of us have janitors with sufficient time and inclination to wipe off the many curves in the grillwork of the cast iron sides of the ordinary school desk, or to clean the cracks between top and back, or where the backs join the irons, or especially where the unpolished shelf enters the grooves of the legs? The ideal desk will have parts straight and smooth, easily cleaned with a stroke of a moistened cloth.

The floor under the school desk should be easily and conveniently cleanable. The feet of the desks should not harbor a spoonful of dust each, as is the case with ordinary school furniture. Even the space between the feet of desks is cleaned with difficulty because the broom or brush cannot easily be inserted.

If the bookshelf or desk surface be permitted to remain rough, scratched, unvarnished, or made of porous material, they become favorable

resorts for germs and bacteria. A little child may rest her fingers on the scarlet fever germs left on such a desk by the former occupant and thereby contract a deadly disease.

The sanitary desk must be separated from other desks not only on left and right, but in front and back. It must be segregated, thereby forming a barrier to the transmission of vermin or disease germs.

Each group of thirty-five pupils in a school should be provided with a well ventilated, freely lighted, rectangular, model school room, twenty-four by thirty-two feet. Each pupil should have at least fifteen square feet of floor space and teacher at least 250 cubic feet of air space. The floors should be double with at least one thick layer of paper between floor layers to insure warmth and dryness.

The painting or finish of the wall should be in gray-green to insure restfulness to the eyes of the children. The blackboards should be opposite the windows, and of the best slate, because slate is easily cleaned and easily kept clean.

A cleanly kept cuspidor should be placed just outside the door in the hall. It is akin to crime to prohibit catarrhal-afflicted children the privilege of expectoration. Not only that, but it is better to have under control this expectoration than suffer it to occur in such a manner as to spread germs of tuberculosis, scarlet fever and diphtheria.

Sanitary, modern drinking fountains should be provided, if city water is accessible; otherwise, a covered earthen jar with faucet should furnish the water into "once-used" paper cups.

In rural localities individual towels should be encouraged, and the common cake of soap prohibited, lest we spread the diseases, trachoma, conjunctivitis and ringworm.

The construction of the room should be tight at the windows, doors, radiators and transoms that proper fumigation according to the directions of the state board of health may be had. For schoolrooms with furnace or steam heat, artificial heating apparatus is required for vaporizing the formaldehyde.

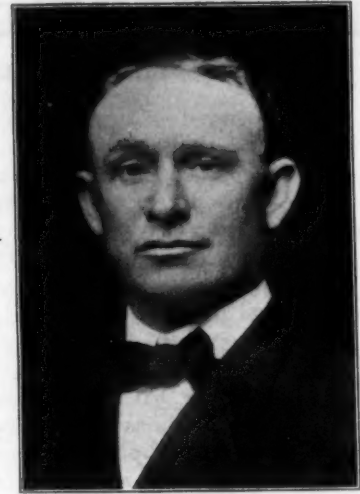
These thirty-five school children should be provided with a janitor who is neat, clean and particular; who sweeps the floor daily with damp sawdust, sweeping preparation or oil brushes; a janitor who discards the feather duster, and wipes the furniture with cheesecloth moistened with liquid veneer; a janitor who washes the windows often enough to have them ever clean.

Again, these thirty-five little Nebraskans should be given the professional skill, thoughtful consideration and conscientious advice of an efficient medical inspector.

But above all, other sanitary equipments, furniture, or paraphernalia, and culminating all as does the sun at meridian height, there should be over these children, a modest, neat, cheerful, firm, well qualified teacher. Her care and endeavor should be not only to provide in and about her schoolroom sanitary conditions, but to instill into childish minds the basic truths of sanitation and cleanliness so that these pupils shall go forth into the business world with clear comprehension of and a quiet determination to have sanitary homes, sanitary villages, hygienic cities, and cleanly bodies.

## An Advantage of the Country School.

In studying school questions I have been strongly impressed by the law of compensation. The boy who enjoys the advantages of a nine months' term in a well conducted country school



HON. HENRY J. WILLINGHAM,  
Montgomery, Ala.  
State Superintendent of Public Instruction  
for Alabama.

does not suffer so much after all in comparison with his city cousin. Leaving out of the question fresh air and healthful exercise and dissipation the country boy faces in the schoolroom the necessity for digging out of books what is in them, and for that independent thinking which develops self-reliance and originality. In recent years no other science has made such strides as the science of teaching—but no other reformation can be effected without blunders and excesses. Through pedagogical work and school periodicals methods of instruction and subjects for the course of study are too often submitted by educators who theorize in their offices without having come into contact with actual classroom work; by specialists who fall into ruts, who are ignorant of men and practical ideas and conditions and who believe that happiness on earth and salvation thereafter depend upon a single subject. And so the course of study is crowded; educators speak of essentials and non-essentials without defining them. The teacher must be "up-to-date," so she struggles frantically to crowd into the minds of her pupils all that is expected; she is at them period after period, so that the boy has little time to reflect, to judge, to assimilate. And so, I maintain that after all there is some compensation for the country boy who is left alone a large part of the day and is forced to learn that books have a use and that it is possible to get out of them what is in them.—County Superintendent C. B. Chapman, Macon, Ga.

Columbus, O. Out of 20,622 public school children considered, 3,056 or 14.8 per cent are one year or more over the average age of the grade to which they belong, 1,003 are two years over age, and 497 three years or more, due to three general conditions, mental and physical inefficiency and irregular attendance, according to a report on retardation made recently by Superintendent J. A. Shawan.

Of 1,500 children who were carefully classified, 834 or 55.6 per cent are mentally inefficient, 383 or 25.5 per cent are handicapped physically and 868 or 57.9 per cent are retarded because of late entrance or irregular attendance. Many of these are under more than one heading.

Mr. Shawan has recommended the segregation of the backward with special teachers and small schools; also that assistant teachers give slow pupils more individual attention, and the establishment of ungraded schools in a few buildings, conveniently located, for students over twelve years of age who have not completed the fourth grade.

They would be required to give their entire time to reading, writing, spelling, geography, arithmetic and grammar, which will enable them to complete the fifth grade at fourteen.



# PROBLEMS OF ADMINISTRATION

By BURTON H. ALBEE, Member Board of Education, Hackensack, N. J.

If, as has been said by reputed wise men, variety is the spice of life, then, indeed, do members of boards of education obtain their share of spice sufficient at least to afford them as much variety as they might wish. In some instances, it is true, this variety is not wholly calculated to make their efforts to administer the affairs of the school system under their charge to better advantage, but even though this phase of the problem is presented to them over and over again there is no escape. They must accept the variety, smiling meanwhile, and appear to see nothing of the unpleasant portion. Otherwise their influence as members of the board may suffer.

A board may solve one problem only to have another worse, perhaps, in its consequences, presented to them. Something may occur which will require stern measures, but they will not receive the support of the people who often do not and still more often will not comprehend the significance or necessity of some of the changes made. If one who has had some experience with the fickle people were asked to state what is most difficult of all, he would probably answer without hesitation, "Satisfying the mass of the people that the board is working for the best interests of the public in making such changes as seem desirable or in suggesting expansion in the system."

## Difficulty of Getting Needed Money.

It may be said with some show of truth that this condition does not obtain under city government which has a board of estimate or some other organization that looks after the financial end of the city government and authorizes expenditures as it deems them necessary without regard to the sentiment of the people upon the subject. Boards of education in such circumstances are fortunate; but the boards which must go to the people for every penny they need for expansion, or for any purpose beyond what is expressly described in the law under which they work, are unfortunate. In too many instances they see their plans for expansion and improvement frustrated by the adverse vote of a considerable proportion of the people who probably have no comprehension of the requirements of the schools or what would be done with the money if it were voted.

To digress a bit right here. Probably school boards in many towns in this country have discovered to their disappointment how many people there are who seem to have no comprehension of the value of schools, what they are really intended to do and what the higher grades and the high schools are really for. They oppose these grades on principle, merely because they did not have such advantages themselves. The question of taxes often has much to do with this more or less unreasoning opposition; but whatever the cause, it is potent and in too many instances it is successful in preventing development for years.

Experiences in administration may, and probably do, differ in the different localities through the country. But when they are analyzed they will be discovered to have a remarkably similar basis. Where these experiences are adverse they are usually based upon ignorance. Where they are otherwise, they are frequently due to the progressive character of the community. Some communities are progressive. The West has been an example of this which might well be a model for the world. The old New England communities were equally progressive. In fact, the West borrowed its basis from New England and stretched it without injuring the fiber. The

progress of the locality and the age developed and improved.

## Sluggishness of Small Towns.

But the progress which the West has developed has not exerted a reflex action on older eastern communities. In some sections of the East it is more difficult today to obtain money for development than it was fifty years ago, and that is true, too, of sections near the large cities where the school systems have been elaborated under the expenditure of millions of dollars. Almost invariably, small communities in proximity to large cities are sluggish in this important direction, and do not develop nearly as rapidly as they might. The causes are not distinctly visible, but they are present just the same and operate adversely in all instances. Boards are powerless to prevent this and often are compelled to see their plans for improvement and development ruthlessly voted down regardless of needs and regardless of explanations made in good faith and depicting only the actual conditions.

In a certain town near New York the various boards of education of the past few years have been trying to get a new high school. The town has about 15,000 inhabitants and is so situated that a large number of pupils from surrounding municipalities attend its high school. One year thirty-one municipalities in the county were represented in its high school. These pupils paid an average of \$48.00 per year tuition, varying with the course and the year. This school is located in a state where the law says that every pupil who wants it shall have a high school education, if not in his home town, then that town must pay his tuition and transportation to some other municipality where a high school course is maintained. The state, too, has made the high schools peculiarly its own, paying \$400.00 per teacher and otherwise fostering the development of strong high schools wherever possible, preferring centralized schools which are strong, with efficient instructors, rather than weak ones with few and perhaps poorly equipped teachers.

## An Example of Opposition.

The present school in this particular town has a country-wide fame in some directions. So efficient was its instruction that for twenty-one consecutive years its pupils won the competitive examinations prescribed by the United States government for admission to West Point and Annapolis. Naturally such thorough work attracted pupils and it has always been overcrowded. It is today. The number from its own community is increasing each year, since 75 per cent of the eighth grade graduates from the town go to the high school, while every municipality from which it draws its pupils is likewise increasing in population and the number to go to high school increases too.

Three different times a proposition for a new, modern and larger building has been submitted to the public and each time it has been voted down by a small majority in a relatively large vote, indicating that in the community there is a sufficient number of those who oppose an improvement of this sort to defeat it for one reason or another as long as the people are permitted to vote upon it directly.

The last campaign was the most vigorously waged one would care to see, with a virtual house to house canvass, and with the board of education holding meetings and publishing special articles in the local papers every issue for three weeks. The effect was to get out the largest vote ever polled at a school meeting in

the town, but it did not change the relative majority against the proposition.

Leaving aside the local side of the question, that which affects the town alone under consideration, the broader question of administration obtrudes itself and one may be permitted to wonder whether a board can do better when directly responsible to the people, as in this instance, or whether it is not better to have a smaller board, or one that is appointed, but with sufficient power to authorize the construction of such needed improvements as the situation seems to demand. Apparently, there is little use in depending upon the people to vote improvements, unless they are educated sufficiently to appreciate the value of the improvements asked, and unfortunately, large towns are frequently afflicted with a considerable number of people who neither know, nor care to know, the value of high schools. Probably they would not favor one anywhere if given an opportunity to vote directly upon the proposition, as they were in this instance.

## Centralized Government a Solution.

Where a board must ask the people directly for whatever money is required for expansion it is not difficult to see how troublesome this expansion will become and how frequently improvements will be indefinitely delayed. These difficulties in administration, wholly unnecessary in most instances, are a portion of the troubles which beset the conscientious school board member when he undertakes to faithfully perform his duty. Such results lead inevitably to the conclusion that the average individual has little use for improvements in education and would, if possible, vote it down under most circumstances.

The remedy is difficult under such methods of operation. In a city it is not difficult. In a town, where the old fashioned idea of town meeting still prevails, that exemplar of pure and unrestricted democracy, it is difficult to achieve the results wanted. Centralized government is usually most effective in instances of this kind.

This is not a question of whether the town meeting is right or wrong. It is a statement of actual results under that form of government. Perhaps when the entire electorate is of the high intelligence which characterized the communities where the town meeting performed its greatest work, difficulties like this would not arise, but where a considerable portion of the voters can neither read or speak English the experiment possesses an element of doubt which may be translated into impossibility of securing required improvements or extensions.

## Independence of Boards Needed.

It may be said without fear of contradiction that the difficulties of administration are greatest in a town of this sort. Where every voter knows he has an opportunity to vent his ill feeling directly against members of the board by voting against them, no matter what the real capacity of the members may be, there is almost certain to be insuperable obstacles to overcome in dealing with the questions which frequently arise. The board member, unless he is an extraordinary man, will, under most circumstances, do his work with something approaching a hope of re-election in view. And when he considers the unpopularity of some of the propositions which are presented and what the effect will be upon his future as a member of the board, he often hesitates and overlooks some of the most necessary features of the situation.

(Concluded on page 22)



# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers

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## THE SCHOOLMAN IN POLITICS.

School boards have not infrequently discussed the propriety of the teacher's activity in politics. Here and there the male teacher who has entered the political arena for an elective office or has displayed an active interest in behalf of a favorite candidate has become the cause for a discussion of the entire question of the schools and politics.

School boards as a rule do not view with much favor the political activity of members of the teaching or supervisory force. For example, the board of education in St. Louis has recently displayed its feeling in the matter by ordering that any teacher or principal who becomes a candidate shall resign upon accepting a nomination for any elective office. Tradition has placed the schoolmaster in the category of the silent citizen who simply votes and whose patriotic service, outside of his profession, keeps him aloof from political organizations and strifes. However, there are some considerations which make this political activity of the teacher an open question well worth discussion.

The teacher has certain rights as a citizen which he may or may not exercise, but over which it is doubtful whether the school board has any control. School boards will concede that outside of school hours the schoolmaster's time is his own. He may teach private classes, or follow commercial pursuits, saw wood or make political speeches. In fact, he may do just as any private citizen does so long as he does not act contrary to order and good morals or to the detriment of his classroom labors.

This idea is vigorously combatted by many students of school affairs on the plea that the teacher holds a relation to society which precludes active partisanship; that his position is a public one which renders partisanship pernicious; that the influence he wields over the pupil is apt to shape the latter's opinion on economic and political questions; and, that by becoming an active politician he becomes a teacher of partisan political theories and ultimately a feeder for certain political parties.

These objections appear reasonable. To enter the political arena in any active form means to cast the influence of the teacher's position into the partisan balance to the possible detriment of the profession. The effect will be obvious. The schoolmaster's office must inevitably become a political one in which efficiency and scholarship are jostled by party patronage and pull.

This does not mean that the schoolmaster should not aspire to such places as a county superintendency or a state superintendency. These offices are only semi-political and although dependent upon popular vote are strictly in line of professional promotion.

## COMING AND GOING.

The season of the year is approaching when changes in the administration of the schools is

most frequent. Members of boards of education, after a few years of service, retire and new men and women take their places. The voice of the people, as expressed by the ballot or the judgment of municipal appointing powers, works continuous changes in the complexion of school boards. The coming and going reminds one of the guests at a fashionable summer hotel.

When a community begins to clamor for changes in the personnel of a school board it is rare that public opinion will be resisted until new men are in office, although the sigh of relief following such changes should oftentimes more properly have been one of regret. But the demands of the people must be satisfied. They are one of the advantages and also one of the drawbacks of a democratic form of government. The law, expressing the theory of our government, sanctions them.

Changes, then, are proper and perhaps in the majority of cases, desirable, which would make it seem that nothing more need be said on the subject. But, it is in too frequent changes that school systems come to grief, in changes that are injudicious. Men who have given conscientious, intelligent service are turned out for some trifling or imaginary cause. Scarcely have they become familiar with their duties as school officials when a change is made, the public overlooking the fact that a second or third term commands greater experience, more intimate knowledge of affairs and men, and consequently insures greater efficiency. If a school officer has rendered good service he should be retained and a new man should not be elected in his place unless good and sufficient reasons can be given.

The average term allotted to the position of school board member is certainly not too long. It need not be lengthened so far as the legal provisions go; but the practice of re-electing satisfactory members should be universal.

## SUMMER MEETING OF THE N. E. A.

Preparations for few annual conventions of the N. E. A. have been started with so much vigor and with such a well planned, far-reaching advertising campaign as that now being made for the forty-ninth annual meeting to be held next July in San Francisco. Mr. Jas. A. Barr, superintendent of schools at Stockton, Cal., is directly in charge of the publicity and attendance committee of the local organization.

We cannot express more forcibly the cordial invitation which Mr. Barr has issued to the education public of America to come to San Francisco than in his own words. He writes:

All California invites you to the New San Francisco in July, 1911, to attend the National Education Association Convention. The hotel facilities in the rebuilt city will accommodate 60,000 people, and every hotel is pledged not to advance rates. After seeing the marvelous work of a great city rebuilt in four short years, you can make San Francisco the center for seeing California. Why not plan to attend the convention—then visit the Yosemite, the various groves of the Big Trees, the Redwood country, the Tahoe or Shasta resorts, southern California, the great Canyons of the Sierras or some of the many beach or mountain resorts scattered throughout our Wonderland? If you are interested in Industrial California, we shall be glad to show you our orange groves, our orchards, our vineyards, our great wheat ranches, our gold mines and our forests. Why not make definite plans now for a real vacation in California? It will never be more enjoyable; it will never cost so little. The latch string will be out when you cross the California line. We shall hope to see you in the New San Francisco next July. Remember, the latch string will be out.

The local authorities have issued a little booklet giving complete details concerning the convention, including such important items as railroad rates, hotel accommodations, side trips, summer schools, etc.

To members of boards of education the convention should be especially interesting. The Department of School Administration (national association of school boards) will hold two important sessions during the convention for which a program is already being prepared. This will include discussions by leading school board members on topics of important and vital concern and will be shortly announced in these columns.

## ADDRESSES TRUANT OFFICERS.

Superintendent Francis G. Blair of Illinois has recently addressed an open letter to truant officers through his Educational Press Bulletin. He writes:

"It takes intelligence and courage to be a good truant officer. Rash, hasty action or weak-kneed inaction on your part tend to discredit the law and to defeat its object. A clear understanding of the purpose of compulsory attendance, sympathy, and tact in applying it to special cases and the courage to enforce it without fear or favor are necessary to the successful performance of your duty. It is no place for a doubting Thomas.

"You ought to see clearly and believe thoroughly in these points: That a State-supported system of common schools is justified only upon the ground that the safety and welfare of the state demand the establishment of certain common standards of intelligence and citizenship. That the purpose of the public schools is to afford a free opportunity for acquiring these common standards to all the children of the commonwealth not otherwise provided for. That every child who runs our streets or alleys in idleness, who spends his time in questionable places or in company with hardened characters is a bad prospect for a citizen and constitutes a menace to society. That the compulsory attendance law was enacted to prevent any such child from neglecting or refusing to accept this opportunity for an elementary education and thereby defeating the object of free public instruction. That every parent who ignorantly or willfully obstructs the enforcement of this beneficent law sets himself in opposition to public safety and to common good. And that you are appointed to see that none of these ends shall fail.

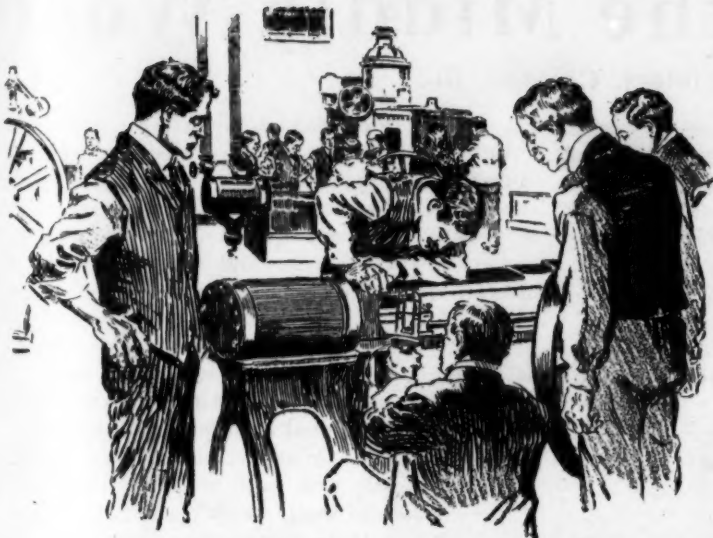
"It is a post of honor and importance if you make it so. The fireman who puts out the fire and saves the city and the health officer who discovers and stops the spread of a contagion perform no more important public service than you. To do your work so as to beget respect for the law rather than contempt and hatred for it; to treat the truant with such sympathy and yet with such firmness as to make him a friend rather than an enemy to you and the school is to prove yourself a public servant worthy of respect and honor."

## USE OF SCHOOLHOUSES.

"Our immigration problem furnishes in itself a sufficient answer to the question: Shall our school houses be open in the evening for the education and improvement of the people?"

"But there are other reasons which should stir our enthusiasm for such a movement," writes the editor of the Evansville Journal. "Not alone for non-English speaking foreigners, but for the whole people, our school houses may be made to fulfill a beautiful mission, without interfering at all with the beneficent work they are now doing. It should be a mission, first of all, for promoting the continuing education. The great majority of our young





An Industrial Class in a Boston Evening School.



Carnegie Continues to Promote Simplified Spelling.



A Few Troubles of the Washington Teachers.

people leave school at such a pitifully early age! The schools ought to keep in touch with these young lives. For the multitudes who have gone out to wage-earning occupations our school houses should still remain as centers where, in the evening, they can receive inspiration and can be turned on to mental growth and accomplishment. Just what classes shall be opened for them, just what lectures shall be given, just what concerts or exhibitions of pictures shall be provided, may depend a good deal upon the local conditions of a given community. But in some way the school house should remain for them a continuing point of attraction, beckoning them on to higher things. The influence of a wise teacher, in stimulating ambition, in guiding mental growth, in molding character, may in this way still be potent over young lives, even when the regular school days have ended. Such an influence, exercised at such a critical period of young lives, can hardly be overestimated as to its importance. The continuing of the association found in the school and in the classroom will of itself be no mean advantage.

"There is also the need of using the school houses in certain communities as social centers. Where else can the people gather together so safely, so profitably? Where else are civilizing and refining influences so apt to be found? Concerning the need of social centers in neighborhoods where there are few opportunities for improving associations, there can be no question. Why should not the people in such a community gather together in the school houses on certain evenings, and under proper supervision, to learn to know each other and to bring out the best that is in each other?

"Yet such a use of our school buildings should, after all, be subordinate to the strictly educational impulse which they are specially designed

to furnish. If it can be shown that there is in such a proposed extension of the use of our school houses anything that would be detrimental to the working of that system, then we should dismiss the undertaking as impractical. But if it shall appear that it will rather strengthen that system in the affection of the people, that it will enable us to work out problems that are pressing hard upon us, that it will in no wise interfere with the regular and orderly administration of that system as we know it then we should all unite in a movement to bring it about.

"The use of the school yards as playgrounds is a recent innovation. But it seems to have worked no harm. On the contrary, it has made the people love the schools and honor the school buildings all the more. So we believe it will be with a wise movement for the further extension of the uses of these properties. They belong to the people, they are for the people. Any beneficent use that will not interfere with their primary purpose and object, viz: the education of the children, should be gladly welcomed."

"Men who are to increase the wealth of the country by any industrial pursuit will be successful in proportion to industry, intelligence and integrity. Wages are regulated by mental capacity and not by muscular strength. The free public school is the highest evidence of statesmanship, the most economical measure that can be adopted."—J. L. M. Curry.

For the first ten or twelve years of life the human plant needs sunshine and fresh air more than books and schooling.—Luther Burbank.

Portland, Ore. The creation of the office of business manager of the public school department, with powers in his field similar to those of the superintendent of instruction, is receiving serious consideration by the school authorities and local civic organizations. At present the schools demand an annual outlay of \$2,000,000 for salaries, new buildings, repairs, janitor service, books and materials, etc. An able, vigorous man of large executive ability could save large sums, it is believed, and relieve the board of school directors of much personal responsibility.

Twenty-three cities in the United States support open-air schools for anaemic and consumptive children.

After several months of hot opposition on the part of school people and charity workers the Boston open-air school for tubercular children has been closed. The school, which was conducted in the pavilion of a public park, obtained a country-wide reputation by its effective service for the unfortunate children to whom it brought health, an education, and hope for

a useful life. The political powers that be are blamed for refusing funds to continue the school.

"In a democratic form of government, equal educational opportunities are fundamental. It is not safe for the state, nor just to the country people, to provide short-term schools of inferior equipment, without high school departments, for the country girls and boys, while long-term schools of splendid equipment, with high school departments, are enjoyed by the girls and boys of the towns and cities. All constitutional and statutory limitations and discriminations should be removed and equal educational opportunities can and should be provided without further delay. Good country schools, good churches, good public roads, rural free mail delivery, telephone facilities, will make the country a more desirable and attractive place of residence than the city and will contribute in a marked degree to the continued growth and prosperity of the state."—F. M. Bailey, Texas.

#### Don'ts for Superintendents.

Don't underestimate a teacher's suggestion. She may know as much about pedagogy as you.

Don't reprimand a teacher before others. Do it in private.

Don't fail to keep an appointment to visit a school.

Don't be partial to women or men teachers.

Don't think you are indispensable. Remember how short the average term of a superintendent is.

Don't be disloyal to your board if you want your teachers to be loyal to you.

Don't make an improvement in organization unless it is really superior to the method displaced.



A Night School for Foreigners.



How the Atlanta Teachers View their Failure to Receive Higher Pay.



# School Buildings in the Middle West

Designed by JOHN D. CHUBB, Architect, Chicago, Ill.

The planning of school buildings to combine the latest and best ideas for the practical and convenient arrangement of the several rooms, corridors, staircases, entrances, wardrobes, toilets, etc., and to embody all of the details and utilities so essential for successful management of the school and the interest and appreciation of the pupils, has in recent years become a highly specialized study for the architect. The problem is complicated by the necessity of employing the best economical methods of construction and avoiding all unnecessary waste of space. In addition, taxpayers and school boards demand thoroughly substantial buildings, of neat appearance from the exterior and interior, which will provide as much space for actual school purposes at as reasonable a cost as possible. When all of these factors are considered, it will be understood that successful school buildings such as are illustrated in the following pages must receive the most careful and personal attention of the architect.

The school buildings shown in the accompanying illustrations were all designed by Mr. John D. Chubb, Chicago. With the exception of the Niles high school, which is at present under construction, they have been completed during the past three years. The buildings at Escanaba, Ishpeming, Negaunee, Kalamazoo and Niles have strictly fireproof entrances, corridors, staircases, laboratories, fan and plenum rooms and with one exception are provided with outside boiler houses, connected by large tunnels to the basements. The Kalamazoo school has fireproof boiler and fuel rooms in the basement. All of the buildings have pressed brick on the exterior, with cut stone trimmings. All interior walls and partitions are of solid brick or hollow sound-proof tile. The vestibules have marble wainscoting about eight feet high and mosaic tile floors. Hardwood trim and hardwood floors are used throughout.

The Negaunee school has tile floors with sanitary tile base in all corridors, wardrobes and toilets. The attractive large study rooms in each school have wooden floors covered with cork matting. The roofs are finished with tarred felt, roofing pitch and fine gravel.

The sanitary equipment include the latest and best plumbing fixtures adapted for school purposes. All toilets in the Ishpeming and Negaunee schools have marble partitions. Each building has a direct as well as an indirect system of steam heating and ventilation. Fresh air is supplied by large fans installed in each base-

ment and operated by electric motors so that a constant supply of fresh air is furnished from outdoors. The volume and velocity of fresh air for each room is properly controlled, and the temperature and humidity are automatically regulated. The foul air is drawn out through large exhaust fans and discharged to the outside atmosphere.

Electric program clocks and recess gongs and a private intercommunicating telephone system are installed in all departments.

Two coats of hard plaster were used. All walls in gymnasiums, baths and dressing rooms are faced with a red pressed brick.

Wood joists are used for the floors of classrooms. While the buildings are not fireproof throughout, yet the corridors and staircases leading to all exits serve as fireproof compartments and make the buildings sufficiently fireproof for all practical purposes.

## The Cost.

The total cost of these schools, including the entire general construction, heating, ventilating, outside boiler house and tunnel, plumbing, program clocks, telephone system, tinting of vestibules, corridors and large study room, grading, seeding the lawns and finishing the outside approaches, in fact, the entire cost complete ready for furniture was as follows:

Escanaba .....	\$112,800 or 10½¢ per cu. ft.
Ishpeming .....	105,000 or 10⅓¢ per cu. ft.
Negaunee .....	128,000 or 11 ¢ per cu. ft.
Kalamazoo .....	88,000 or 8¾¢ per cu. ft.
Niles .....	80,500 or 10 ¢ per cu. ft.

In other schools completed by Mr. Chubb during the past two years, such as the new high schools at Iron River, Stambaugh, Rapid River and Gladstone, and grade schools at Oconto and Colby, Wis., Norway and Palatka, Mich., and several other towns, in which no fireproofing was used in floors and staircases, the cost of the buildings complete, with steam heating and fan systems of ventilation, including all plumbing, etc., ready for school furniture, has averaged from 7¾¢ to 9¢ per cubic foot.

The cost of constructing schools, as well as other buildings, in some sections of the country, is from three-quarters to one cent higher per cubic foot. The reason is that some cities are more favorably located to the building material market than others. The cost of the buildings here illustrated, which were built partly fireproof, would be increased not to exceed three cents per cubic foot on the total cost if constructed entirely of fireproof materials.

## Employing an Architect.

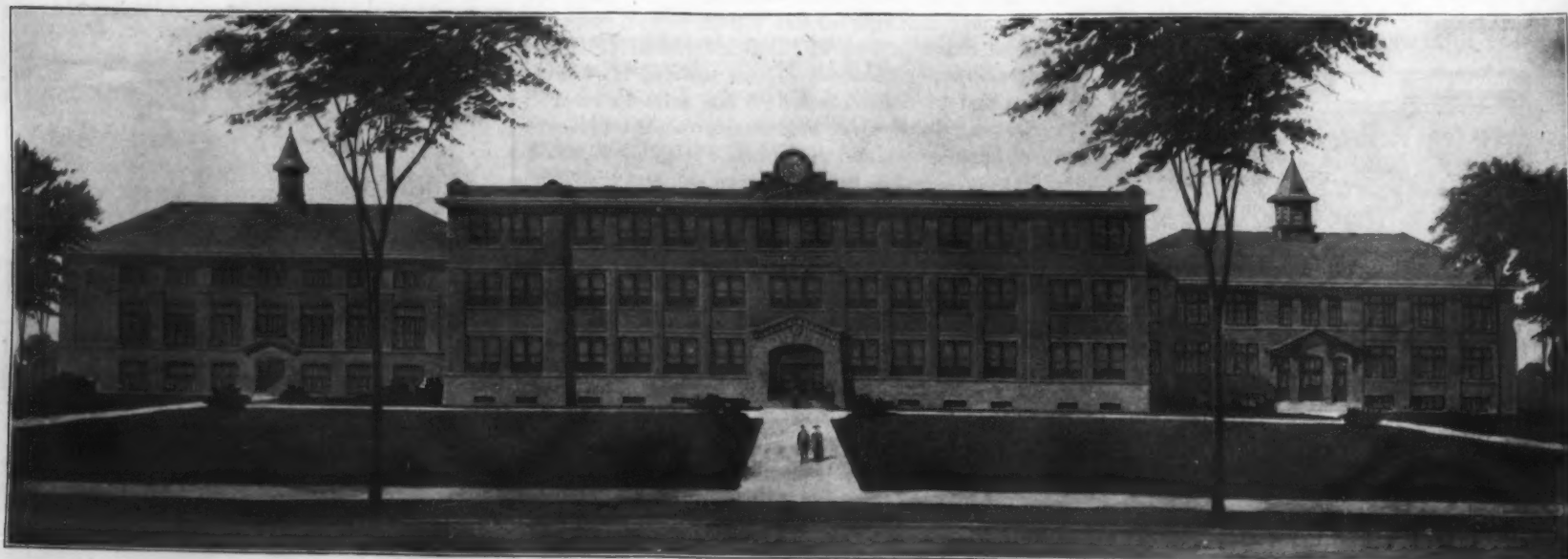
Before selecting a site and deciding on the appropriation required for a new school building, boards of education should employ a reliable architect for consultation and advice as well as for preparing sketches and looking after their interests from the very beginning. If competition is desired, the school board, without asking for sketches, may obtain better results by calling in three or four architects who have made a thorough study of school work and who have had plenty of practical experience in constructing schoolhouses. After explaining their needs in a general talk with each architect, members of a board should easily be in position to select a man who, in their opinion, has presented the latest and best suggestions, who is fully capable of informing them how to plan their building and who has that knowledge which is essential for relieving the board of the responsibility which the taxpayers have placed in its hands.

In the erection of schools, including grade buildings as well as larger high schools, too much study cannot be given to the smaller details and conveniences which are so essential for meeting the needs of instructors as well as pupils. In studying such details boards of education should not confine their investigations only to buildings which are lower in cost than the amount of their appropriation. Conveniences are equally important and desirable in smaller classes as they are in the larger schools.

## The Building Site.

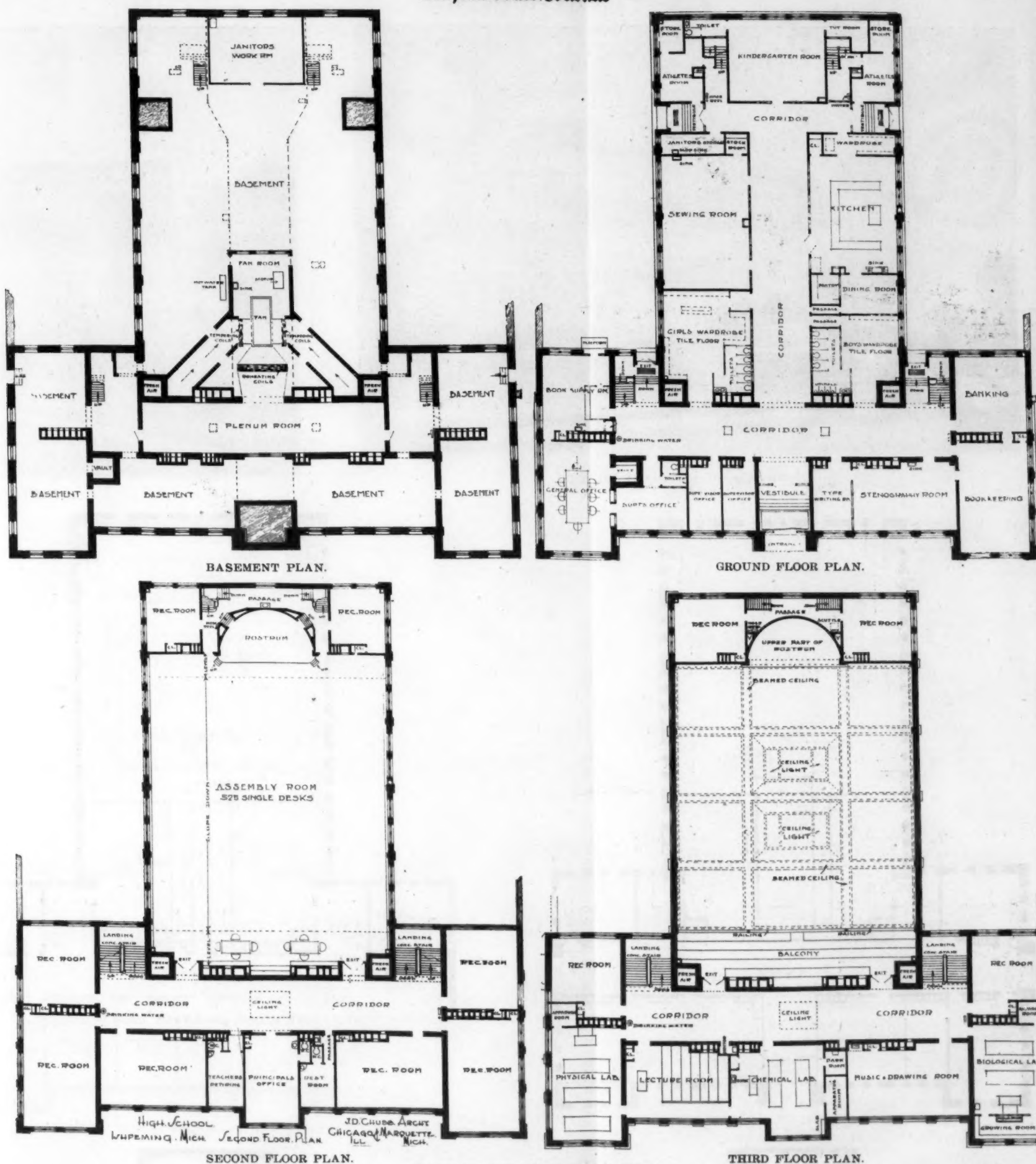
An architect employed from the beginning can explain to the board the advantages and disadvantages of the several proposed sites whereby considerable economy may be effected in the construction of their building. The location of a site should be considered in relation to its accessibility and convenience for the pupils and for the possible growth of the section which the school is to serve. It should also be of sufficient size so that the building may be carefully planned to easily allow of future additions to meet increased school attendance. A reasonably level site, with plenty of space for lawn and for outdoor recreation, away from street car lines or streets with much traffic, and as far as possible from noisy shops or factories, is by far the most preferable. The size and requirements of the building and its uses should also have some bearing on the site selected.

After selecting the site the architect should be able to more definitely advise the school board as to the amount of money necessary to erect a



HIGH SCHOOL, ISHPERING, MICH.  
View Shows Grade and Manual Training Schools at Sides.





building covering their needs. Thus from the beginning of the work the school board will be in a better position to ask the taxpayers for a sufficient appropriation to meet all of their requirements.

#### Some Details of School Planning.

The architect should thoroughly ascertain all local conditions before starting to lay out the plans. He should plan, especially, to have all rooms and corridors compact and should economize wherever possible.

The special features and proper location of all exits and stairways as a safeguard against fire and panics should receive study. Attention should be given to plenty of outdoor light and

ventilation and to all features connected with the most convenient arrangement of wardrobes and toilets.

It is important that the size, shape, height of ceilings and location of all classrooms should be carefully studied out. Windows should be properly located, of ample area and placed at the proper height above floor, so that all parts of rooms will be well lighted. The location and size of all wardrobes in grade schools should be carefully planned. The assembly and dismissal of pupils, as also the safeguarding against accidents, should be considered.

All staircases should be wide, with broad landings and properly located to suit exits.

Special study should be given to the arrange-

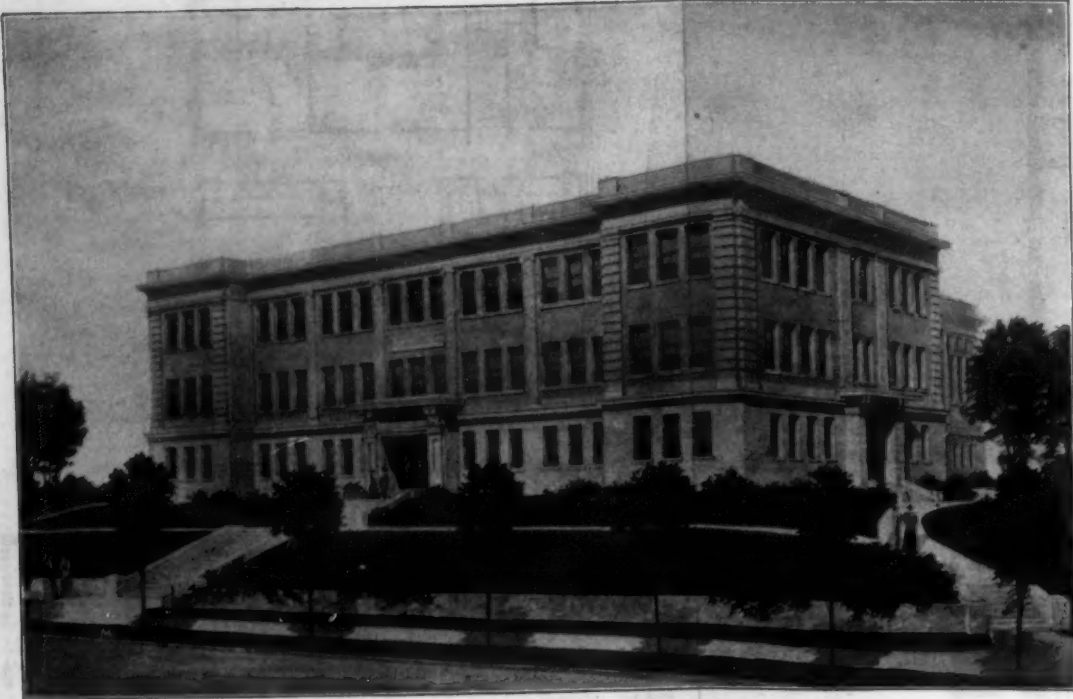
ment and location of the large study or assembly rooms, and of all rooms comprising the several departments, particularly in high school work. The use of any of these rooms or departments, after regular school hours, for purposes other than regular school work, should not be forgotten.

Unfavorable weather conditions which may cause the soiling of floors should be provided against so as to keep the building as clean as possible at all times. Sanitary and inexpensive cleaning methods should also be given attention.

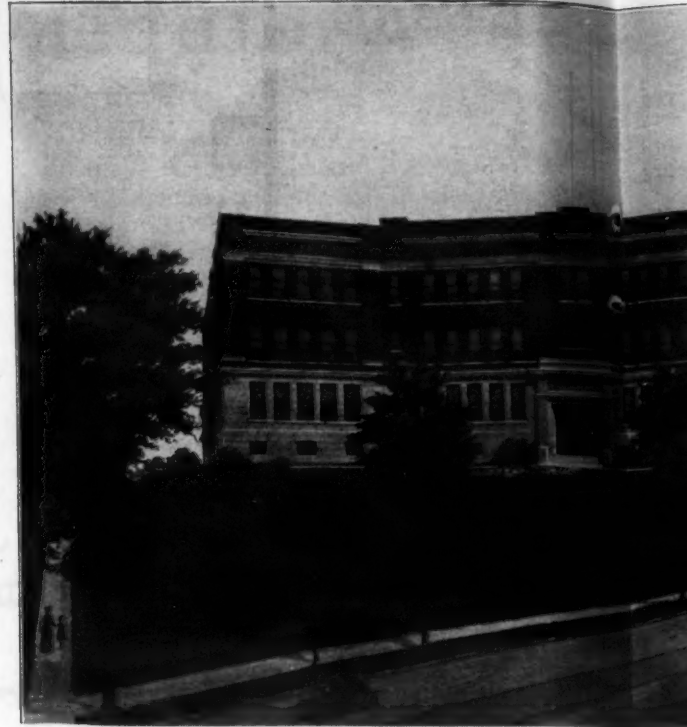
The location of all lighting fixtures should be carefully studied and all electrical work should be of the best workmanship and perfectly safe.

(Continued on Page 16)

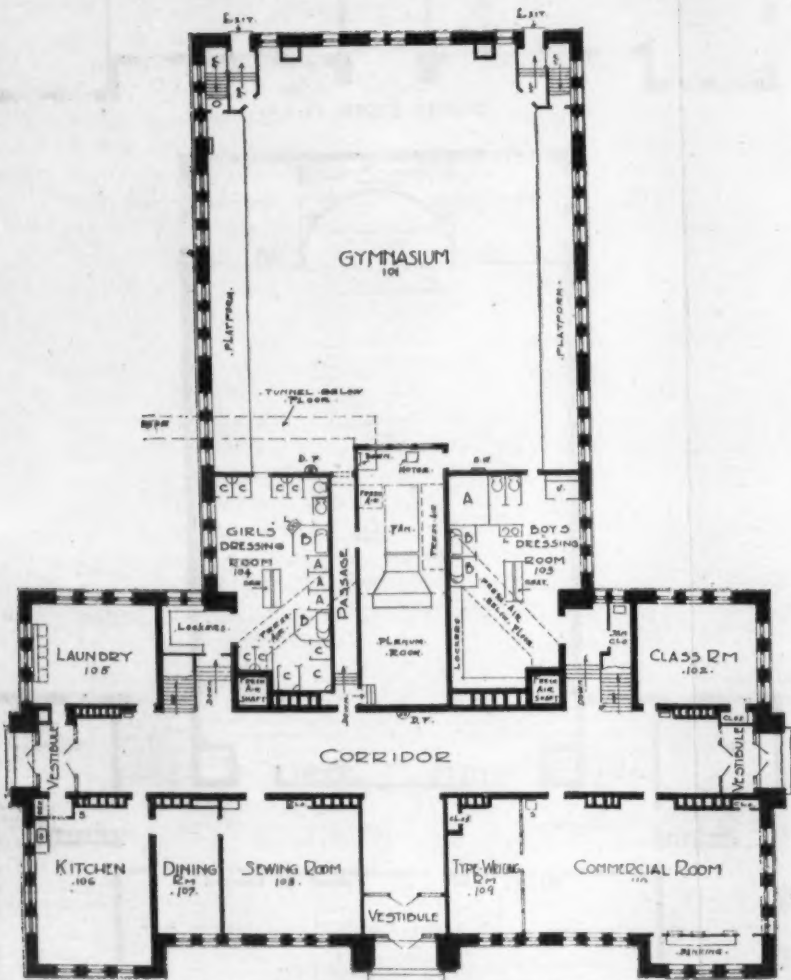




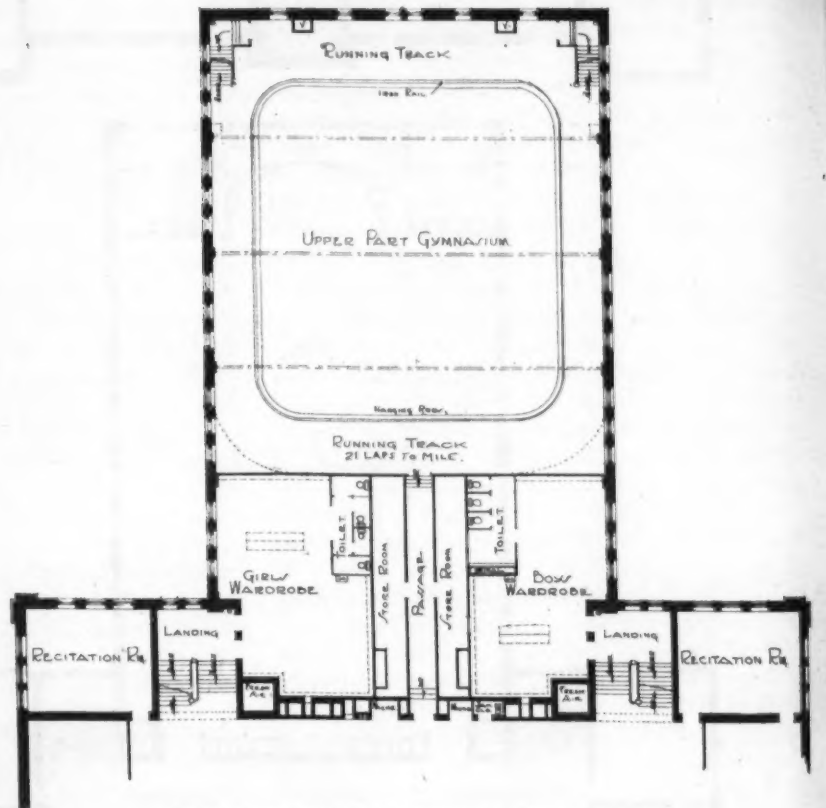
HIGH SCHOOL, ESCANABA, MICH.



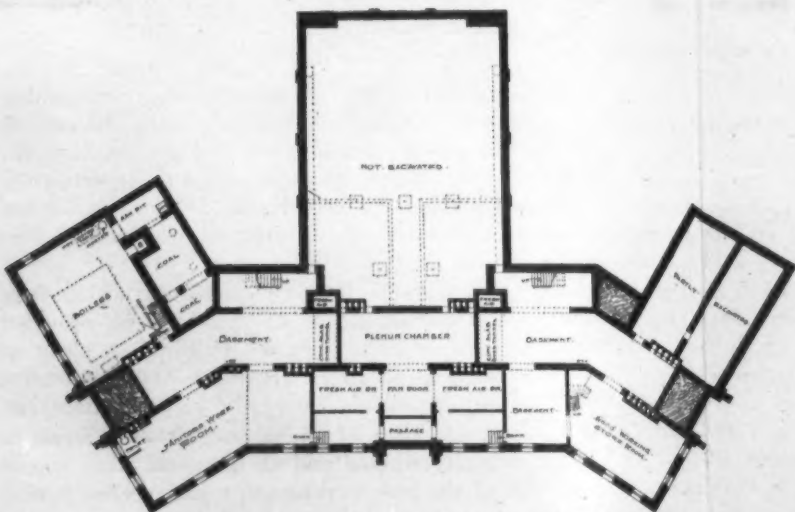
EAST AVENUE SCHOOL, KALAMAZOO



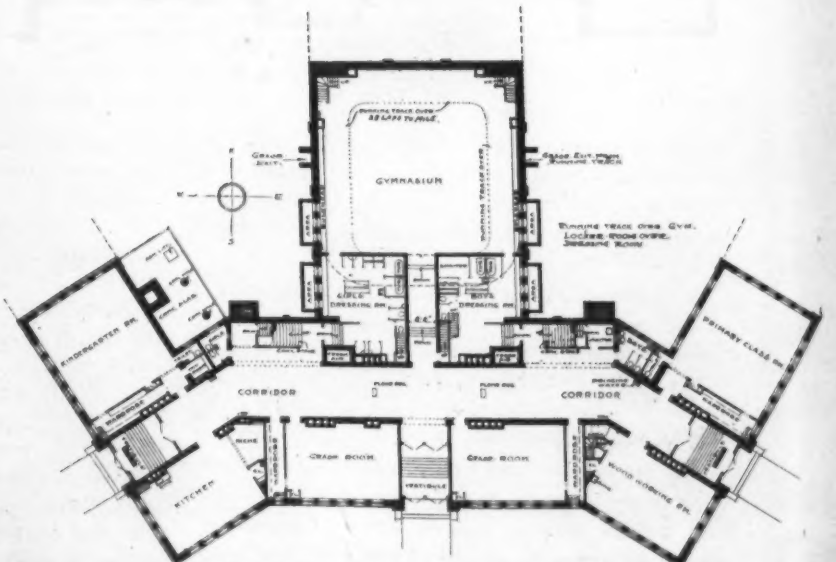
GROUND FLOOR, ESCANABA HIGH SCHOOL.



MEZZANINE FLOOR, ESCANABA HIGH SCHOOL.



BASEMENT, EAST AVENUE SCHOOL, KALAMAZOO.

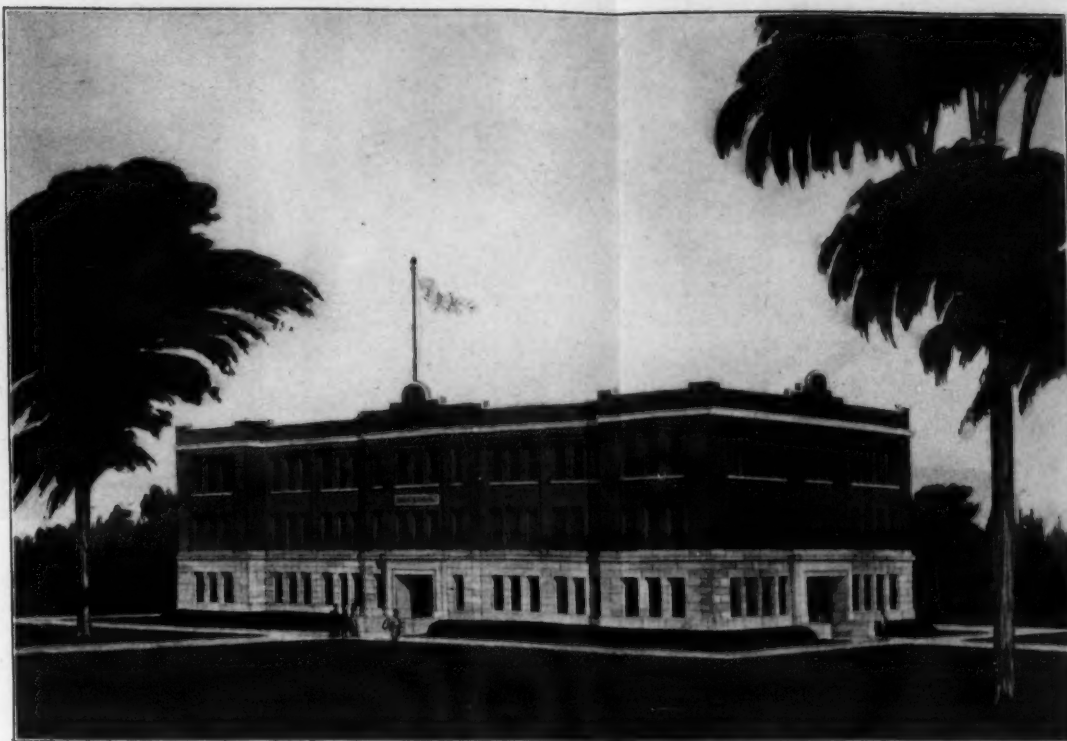


GROUND FLOOR, EAST AVENUE SCHOOL.



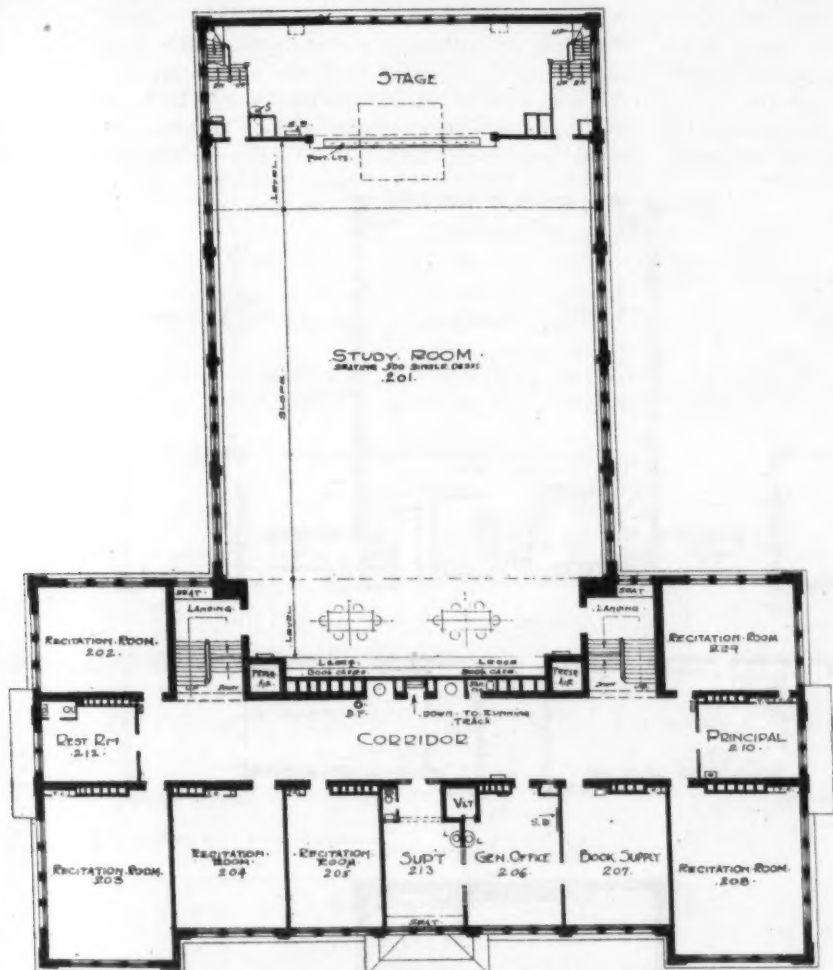


KALAMAZOO, MICH.

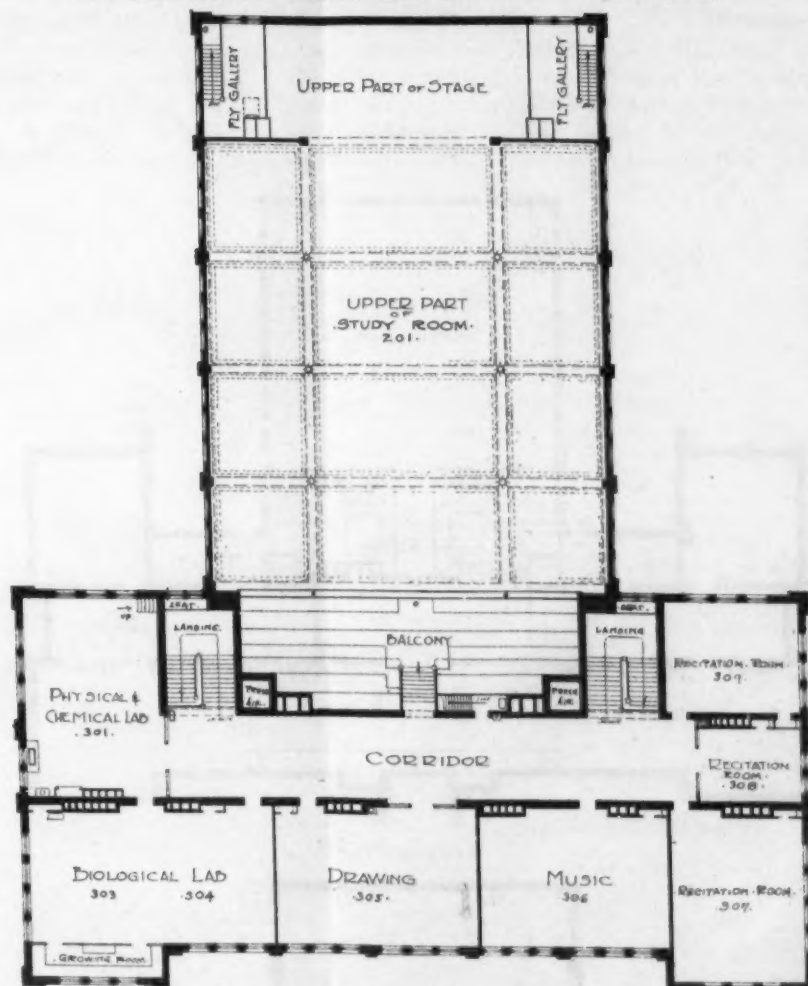


NEW HIGH SCHOOL, NILES, MICH.

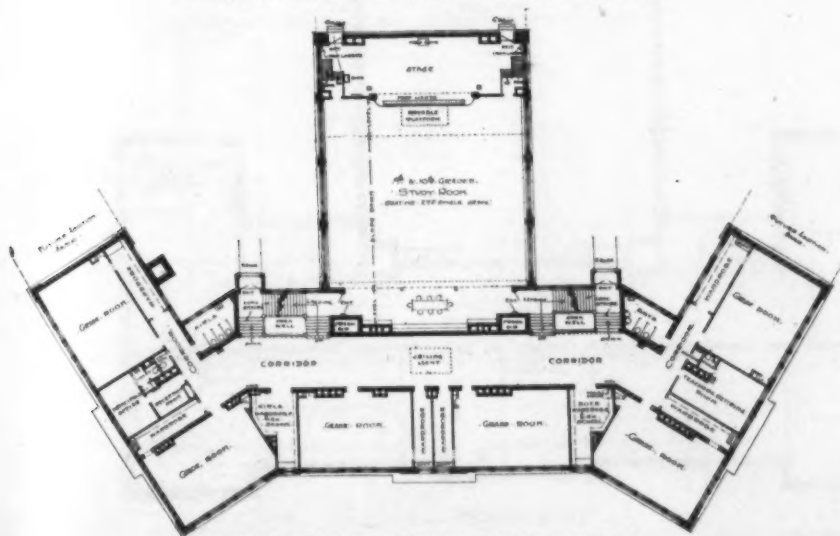
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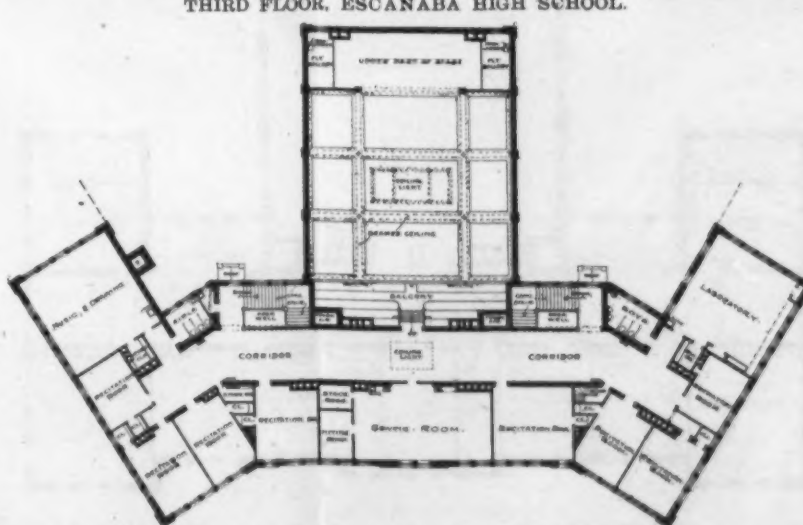
SECOND FLOOR, ESCANABA HIGH SCHOOL.



THIRD FLOOR, ESCANABA HIGH SCHOOL.



SECOND FLOOR, EAST AVENUE SCHOOL.



THIRD FLOOR, EAST AVENUE SCHOOL.





GYMNASIUM, NEGAUNEE HIGH SCHOOL.

**The Exterior.**

The exterior should be simple and plain, yet well proportioned, allowing masses and lines to fully bring out the beauty of the building. All unnecessary expense in trimming and ornamentation should be avoided. The proper kind of roof, both from an economical and serviceable standpoint, should receive careful consideration.

When all the essential requirements for a plain, well proportioned and substantially constructed building have been provided, the money which can be spared out of the appropriation may well be used for exterior. This ornamenta-

tion should be so concentrated and properly placed as to be easily seen and, at the same time, produce the best and most artistic results. If money can be spared for exterior decoration the vestibules and the large study or assembly room, and then the corridors, should receive first attention.

The boiler room, where possible, should be located outside of the building and should be easy of access from the school. In small grade buildings it can be located in the basement. When this is planned the boiler and fuel rooms should be strictly fireproof. In laying out the entire heating and ventilating system the archi-

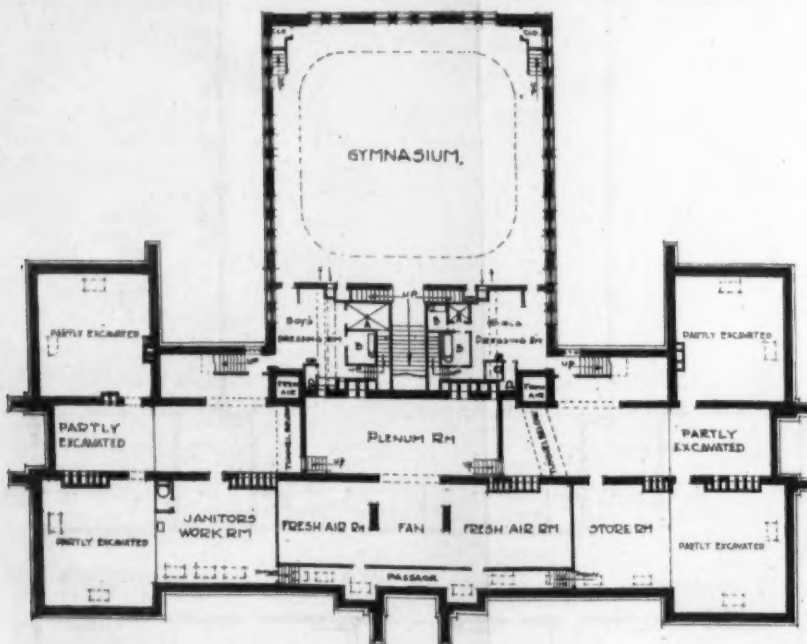
tect should see that the best improved methods are adopted so as to produce the best results with the least expense in operation.

**Ventilation and Plumbing.**

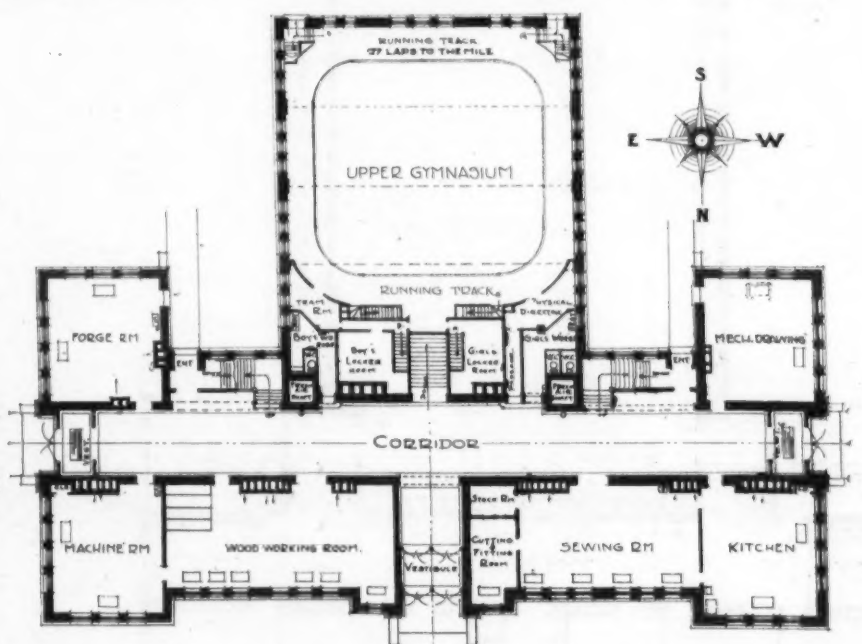
Proper ventilation is one of the essential needs of a modern school. It should be scientifically studied out and so arranged by the architect in his plans that each pupil in each room will have sufficient fresh air at all times without draughts or noticeable air currents. The fresh air should be supplied from the best point outdoors so as to be as pure as possible. The heating and ventilating system should be automatically regulated throughout. The wardrobes,



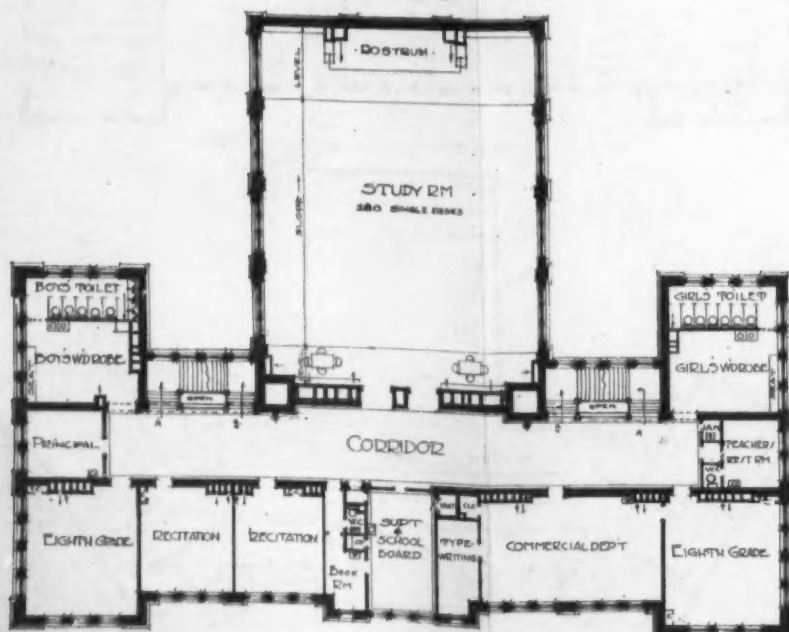
STUDY ROOM, ISHPeming HIGH SCHOOL.



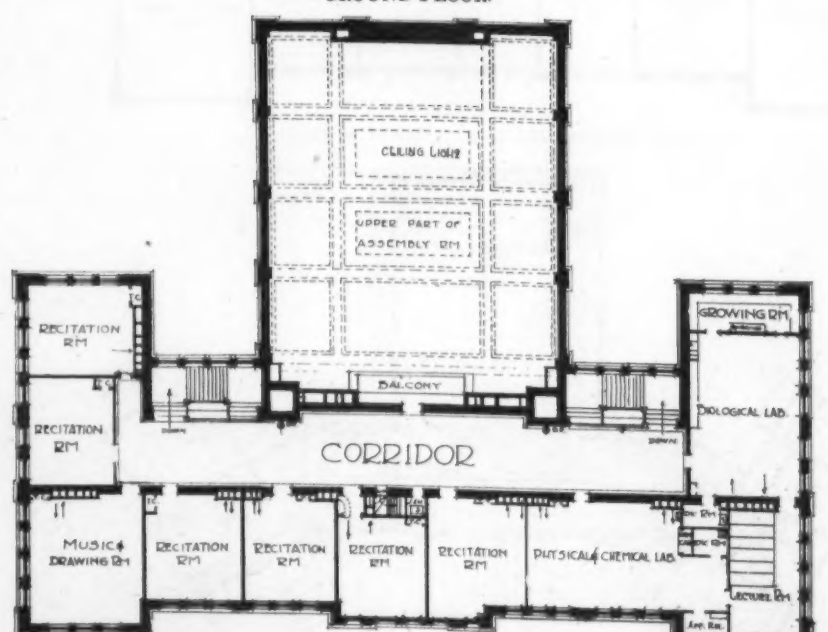
BASEMENT.



GROUND FLOOR.



SECOND FLOOR.



THIRD FLOOR.

PLANS OF NEW HIGH SCHOOL, NILES, MICH.



toilets, laboratories, kitchens, etc., should be ventilated independently from other rooms.

The plumbing should be of the best improved sanitary, open type, adapted for school purposes. The sewer system should lead away from the building. Where no regular sewerage system exists improved septic tanks should be introduced. So far as possible, the use of any kind of vault for receiving sewage should be avoided.

A public school building should be provided with lawns, parks, flower beds, athletic field, a suitably arranged interior with gymnasium, baths and lecture rooms. It is built with the money furnished by the taxpayers and should become the social center of intellectual activity and amusement for the citizens as well as the pupils in the locality where it is built. The idea of the schoolhouse as a place of study should be associated in the minds of the pupils with happiness and pleasure.

### BUILDING AND FINANCE.

Ozone producing apparatus has been suggested as a relief for poorly ventilated schools in Chicago. Several ozonizers have been installed experimentally in classrooms.

Toledo, Ohio. The school board has appointed Mr. Chas. M. Nordhoff as its official architect to succeed D. L. Stine, resigned.

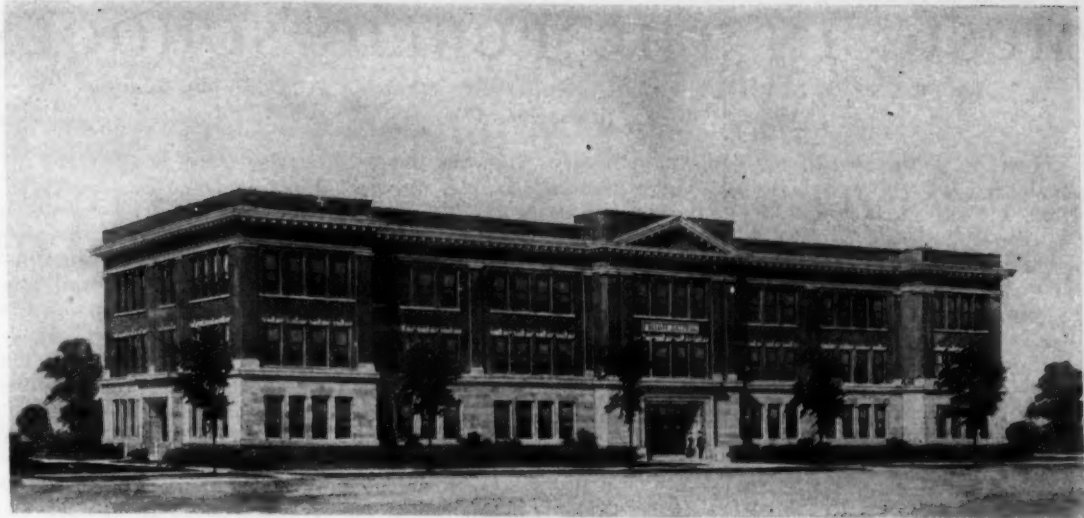
Architect Dwight H. Perkins of Chicago has recently been retained as consulting architect by the school and city officials of Binghamton, N. Y. Mr. Perkins will arrange the necessary details for a competition for a new high school building and will act as expert adviser in the selection of plans.

Chicago, Ill. The board of education has recently fixed the salary of its acting architect at \$6,000 per year and of its acting chief engineer at \$4,500.

The Boston school committee has recently decided to install an electric lighting plant in one

of its school buildings as an experiment. It is proposed to buy a gas propelled generator sufficient in size to light five favorably located schools. The cost of a generator and engine will be, approximately, \$7,000. At present the schools are lighted with current furnished by the local public service corporation at a cost of ten cents per kilowatt hour. Numerous isolated mercantile houses operate lighting plants at a cost of only five cents per kilowatt hour and the school committee believes that it can do the same.

A new type of movable schoolhouse has recently been evolved in Minneapolis where a three-room structure has been added to an overcrowded school. The building differs from the common "portable" in that it cannot be taken apart but must be moved, as a whole, upon rollers. It rests upon a concrete foundation and is supplied with steam heat from the boilers of the nearby permanent building. Each of the three classrooms will seat forty pupils.



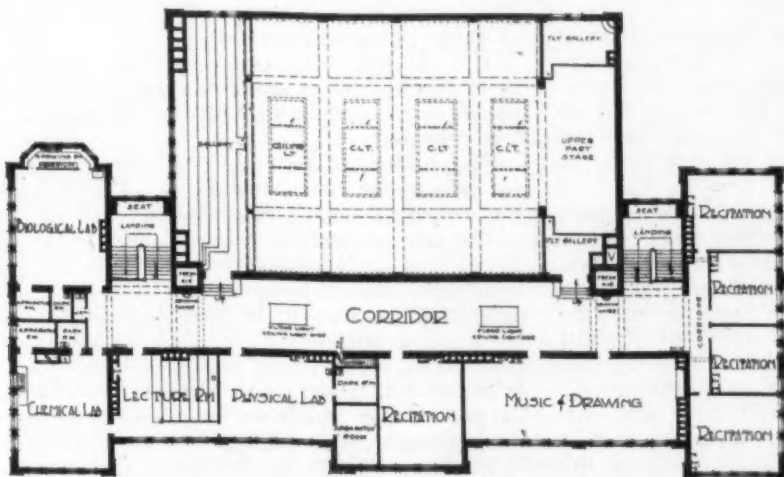
NEW HIGH SCHOOL, NEGAUNEE, MICH.  
John D. Chubb, Architect, Chicago, Ill.

### AMONG BOOKMEN.

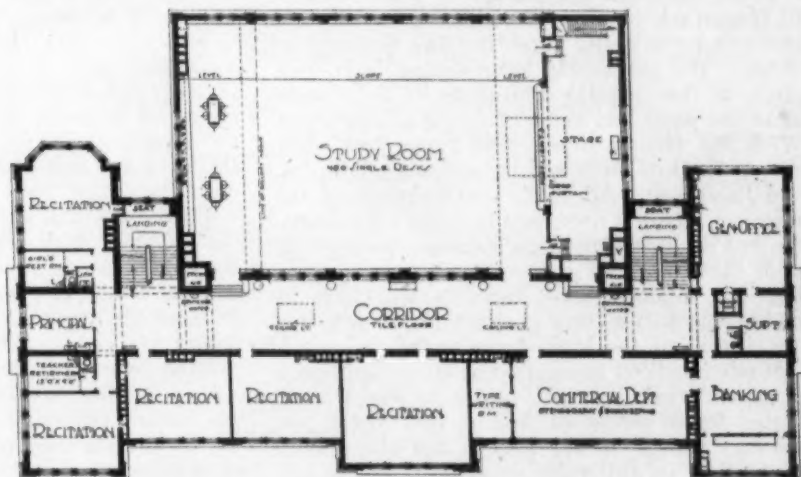
Mr. Pratt Heads A. S. Barnes & Co.

At a meeting of the Board of Directors of The A. S. Barnes Company on January 24th, Mr. John Barnes Pratt was elected President to fill the unexpired term of the office left vacant by the death of the former President, Mr. Henry Burr Barnes. Mr. Pratt entered the employ of the firm of A. S. Barnes & Co. in 1883 as a boy, beginning work in the bindery in Brooklyn. At the time of the formation of the American Book Co., in 1896, he elected to remain with the old firm. In December, 1909, The A. S. Barnes Co. was incorporated and Mr. Pratt was elected Vice President and General Manager.

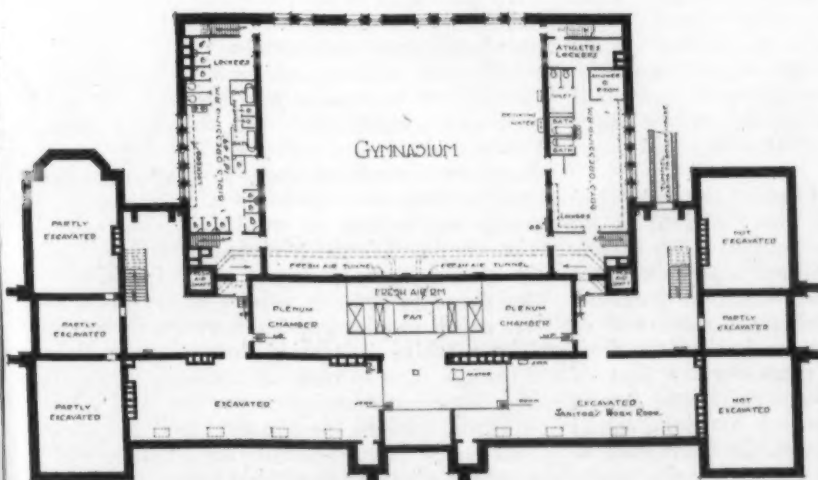
Mr. Frank Robinson has accepted a position as representative of Silver, Burdett & Co. in the state of Washington, with headquarters at Seattle. Mr. Robinson has been some eight years in the book business, formerly having had charge of the work of the Rand, McNally Co.



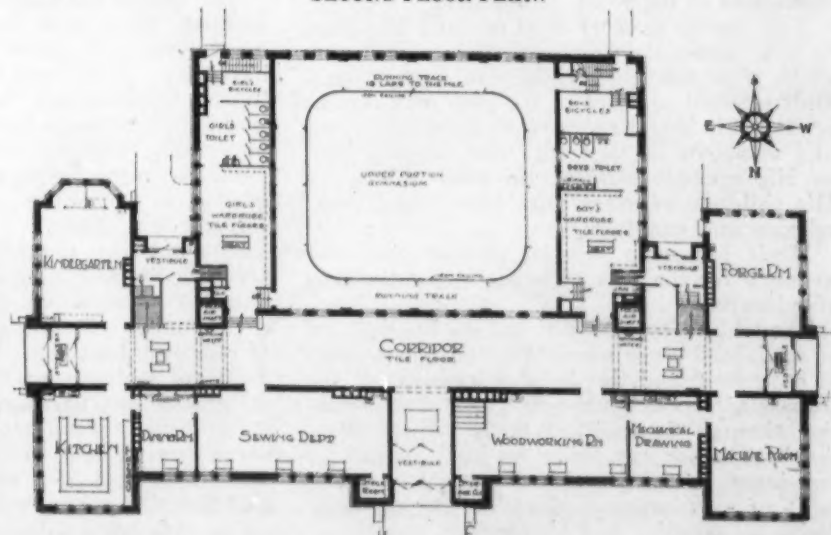
THIRD FLOOR PLAN.



SECOND FLOOR PLAN.



BASEMENT PLAN.



GROUND FLOOR PLAN.

PLANS OF THE NEGAUNEE HIGH SCHOOL.



# MUSIC IN THE PUBLIC SCHOOLS

By FRANCES ELLIOTT CLARK, Supervisor of Music in the Public Schools,  
Milwaukee, Wis.

Music in public schools has come to be a very vital part of the curriculum. There was a time, and in some cities not so far remote in the history of the art, when music was considered a frill, at best a recreation and divertisement. This condition is easily accounted for by the attitude of the Puritans toward music of any form beyond the singing of psalms, and these traditions were handed down from our early colleges and schools to those of later date.

The leaders in educational thought who became heads of new colleges as they were organized throughout 200 years of history had their training on the old lines: No music in the old—of course, no music in the new. Private schools, normal schools, church schools, state universities, sprang up whose leaders all held degrees and prejudices from the parent institutions. Because the Puritans thought music beautiful, therefore dangerous to their rigid standards, there was no music in our first colleges—we are only now finding an open door into our higher schools.

As late as nearly the middle of the past century nobody was thinking of music from an educational standpoint, and nothing was done to make its study universal save an occasional crude country singing school. Nobody was working on the great idea of a musical nation even later. The small, very small body of private teachers were trying to eke out a living. The bands were military or local and were only for great days. The singing schools and conventions were only to teach the rudiments of reading music. The early clubs (and some modern ones) were only for the entertainment of their members, while the public schools were only trifling with music as a pleasant recreation.

Is it any wonder that the results in such narrow fields of endeavor were anything but circumscribed?

From the small beginnings of Lowell Mason in Boston school music has grown in seventy-five years to its splendid condition and standing of today. We are slowly approaching in a wide circle to the original conception of the Greeks as to the place and value of music in education. With the Greeks music was given first place among the arts, followed by sculpture, painting and literature. All speak the language of the emotions. As it is necessary to study style, form, content of literature; line, balance, perspective, color in art—so it is necessary to study tone, relations, combinations, harmony and form to enable one to use this greatest of all arts for the culture of the highest powers of the mind.

Music has been recognized as an integral part of school work in most places in the United States for a period of five to fifty years, yet one may venture to say that in few places is it accepted at its full value or made to do its full duty in the process of forming the lives and characters of the youth of our land.

Just exactly as every child can and does learn to talk, unless stricken by disease, so too every child, if as carefully drilled, can learn to sing. Only a small per cent of the race may become proficient in performance on instruments, varied and wonderful as they are. God reserved song as His greatest earthly, universal gift to all His children, of every race, every color, every religion and condition.

Music has come into its present place not so much for the sake of music as for the sake of education.

The trained eye makes richer the life, because of additional sense perception and added areas of enjoyment and thought development; so the trained ear opens up a new world of appreciation through the auditory sense. Music more than any other one thing we have appeals to that innate but often submerged sense of refinement, of the niceties of things, to the universal desire to worship, and to venerate something. It arouses a spirit of emulation of all things good and grand, a desire to be and to do. It

touches the very heart strings in receiving and expressing emotion.

In the singing of a hundred people together there is engendered a spirit of unselfish devotion to broad humanitarian interests, and ensemble of brotherhood, devotion, patriotism and love. The class spirit of any concerted work, as calisthenics or chorus work, is valuable. The sinking of self and selfish desires into class or school pride, is the same as the team work, the team and college pride which is such an element in football. In this sense music is the servant of education.

With no other one lever can so great a purchase power be obtained as a trainer of the feelings which are three-fourths of life. It is more appealing than art, more universally loved and used. It has in itself inspired much of the art work of the world. Breton's "Song of the Lark," Robbia's "Singing Boys," Raphael's "Parnassus," Angelico's "Coronation of the Virgin," Bouguereau's "Madonna and Child," Burne Jones' "Golden Stair," Reynold's "St. Cecilia," and hundreds of other great canvases picture music used in some form and show the influence of music on the art life.

Music is more subtle than poetry. Our greatest poems are replete with references to music. Shakespeare referred to music in almost every play, and in some, gave noble tribute in line upon line. Poetry has rhyme and rhythm. Song adds melody and harmony, and its power is multiplied.

Music as an educational force is for the rank and file, poet and peasant, artist and artisan, financier or plowman. It knows no class, no distinction of rich or poor, high or low—but speaks its message to every human soul, if only opportunity be given to that soul—to understand and receive the message.

That the chief business of the state is education is eminently true. For no other reason does the state equip and maintain its splendid system of schools.

Education then should be of such sort as to lead the youth of the land in the safe paths of life, with right ideas and ideals, with principles of honesty, loyalty, patriotism that go to make citizenship, with physical strength, skilled hand and brain, and the will power to walk therein.

The intellectual appeal of school music comes through the quickened sense perception engendered by hearing great numbers of good songs, and the brain power awakened and quickened through the study of sight reading and the theory of music. When the teaching of sight reading is properly presented, the clear thought conception, the quick distinction of relationship, the instant adjusting of tone to note observed, the meter, the rhythm and expression give it an intellectual value equal to any study in the course, mathematics not excepted.

The trouble has been that in many places the children have been "coddled" and pampered by a surfeit of sweets in rote songs. These have been carried beyond their rightful place in the lower grades, into the higher classes, in an effort to make the work "easy" and "popular" and resulting in making it well nigh worthless as an addition to the child's equipment to go out into the world with added power and self helpfulness.

In a nut shell, the problem of the supervisor of music is, how to give the children, in the limited time that may be devoted to it, a sufficient number of the patriotic and folk songs of our own land, the folk songs of England, Scotland, Ireland and Germany, some few of the great songs, part songs and selections from oratorio and opera that must form a part of the general culture of every child, and at the same time, not rob him of his intellectual growth which is his heritage. In short, how to get enough songs without curtailing the necessary and indispensable work in sight reading.

In some schools the work has run so much to

song that children have no power in reading. In others the work runs all to reading with the result that children miss the culture of songs. In both, often the tone, quality and the culture of the voice is totally neglected.

Still another difficulty confronts us. Within the past five years there has arisen like a plague among us swarms of devouring locusts in the form of five cent theaters and moving picture shows where the cheapest and silliest music is heard, oftentimes coarse, vulgar and sensuous. The children of careless parents flock to these places because of the universal desire for entertainment and fun, and this cheap offer of satiety. The homes are flooded, too, with the latest craze of light musical comedy and the vaudeville stage. The pianos in very many of the homes are littered with this trashy stuff by the older brothers and sisters and the children hear these trifling, inconsequent jingles whistled and sung on every side.

The school must rise to the emergency and fight fire with fire; must furnish an abundance of entertainment that shall be pleasant and at the same time profitable. It must give the children so much good music as will combat this deleterious, pernicious influence, displacing the low tastes with the higher ideals of art.

If music is to become the power for the uplifting of this great people, that I firmly believe it will become, it must be done by the coming generation knowing more about music and knowing more music itself.

Modern science has come to our relief in the invention of the mechanical player and the perfecting of the talking machine with its wood horn, bamboo needle and wonderful records from the greatest artists the world has ever known. It is necessary to reconstruct wholly one's ideas of the old phonograph with its brass horn, its blare and blatant, rasping tone, given over entirely to the ribald song, the saloon and dance hall. The modern article is altogether respectable and a marvel of perfection in the reproduction of tone and a powerful ally in our warfare for the uplift of the people. The machine has been brought to such perfection that the great artists eagerly seek its aid in reproducing their songs and marvelous voices. This makes it possible to enjoy these great ones of earth in the schoolrooms.

The children may come to know selections from oratorio, opera and folk songs just as they know their Longfellow, Whittier, Tennyson and Shakespeare.

The children in suburbs or villages or country (or adults for that matter) never hear good concerts, great artists or orchestras.

The talking machine brings them all into the school just as literature is brought in by the text book. It furnishes the key to half of our difficulties in that it is possible to illustrate for teaching purposes, every kind of tone, voice, instrument, style, form, phrase and expression. It brings within our reach literally hundreds of the great things which are impossible to bring to the hearing of the children save to a very few in the large cities. By the use of the machine we may enjoy opera, oratorio, orchestra, band, violin, cello, great arias and folk songs and ballads and hear them as many times as we like. We may teach beautiful songs from the records of the prima donnas whose voices thus become as familiar as their names.

We have talking machines in about half the schools of Milwaukee and are reveling in their use and possibilities. We are using them for the marching and passing at recess—for a reward for a studious class. We are teaching directly from the machine a great many folk songs and ballads we would not otherwise have time to do. We are giving morning half hours, in some schools, in music appreciation, playing the finest records, in others afternoon concerts are given for the grammar grades once a week. The machine is carried from floor to floor on alternate days so that all may enjoy the music. We have given concerts on the folk songs of different nations, programs where the children sing songs of that particular country, and the machine gives an agreeable repertoire from the same source. A lecture was given on the "History of Song" and the machine illustrated the



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and MELVIN HIX, B. S., Principal, P. S. No. 9, Astoria, New York City

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development from early times to the present day.

Another on the "Music of the British Isles" was illustrated with twenty-five fine records. In one of our high schools the machine is being used with splendid success as an aid in the literature and German classes. In the study of "Wilhelm Tell" the records were fine. In the mention of "Wagner," the grand opera records made the man seem real. In English literature, Robert Burns and Shakespeare were made alive through hearing their songs. For neighborhood and social center work it fills an important place in the entertainment and recreative hours besides furnishing the music for dancing. Some of the schools and alumni associations have used the records for dances with splendid satisfaction.

Our teachers of reading are finding a new use for the machine in giving examples of diction in the records of speeches and readings. This field has only been touched upon as yet, but the possibilities are boundless.

There are now only a few records suitable for the primary grades but we understand that a fine collection of songs for the little folks will shortly be recorded by the best artists.

The perfecting of this talking machine means a great impetus to school music throughout the country. School music has taken on a national aspect—not merely the teaching of a few children to sing a small repertoire of commonplace songs, but a thorough grounding in the fundamentals of reading music and a taste and love and appreciation for the best music in all the world.

An education of all the people in this great art points clearly and definitely to a future "Musical America." Music in America has only just begun. Where or how it shall reach its climax doth not yet appear, but the forces at work here will surely produce results in music as in everything else.

We are unlike any other nation on earth, made up not of one race, one language, or one religion, but a fusion of all the races of the

old world. They have come to us, these millions from everywhere, bringing with them their love of liberty, their hatred of oppression, their art and loves and ambitions and tumbled them all into the mighty "melting pot" of our American life.

Who is the present day American? A few years ago we should have said, one in whose veins flows the blue blood of the Puritans, of the aristocratic "Vans" of New York, of the cavaliers of the south. The great throbbing heart of this new world has taken into itself Irish and Scotch, German and Russian, Italian and French, Austrian, Bohemian, Slav and Norseman, all leaving behind the traditional allegiance of the past and proudly taking a stand under the protecting folds of "Old Glory."

What then are to be the characteristics of the American music of the future? Not any one of the nationalities, but a new birth, a new life, a new song, brought forth out of the heat and stress, the peace and love, the brotherhood of the grand forces here in the "melting pot" of the world.

Our composer of the future, and he is coming, many of him, as sure as the world moves, is just as likely to be the child of a Russian Jew or a Pole, fleeing from oppression to this land of opportunity, or a Bohemian or Slavonian from the slums of New York. One thing only is sure, the music must be American, breathing out the freedom, the breath, the strength, power, and sweetness of our American life at its best; not the multi-millionaire few who sometimes represent us; not the ignorant, non-cultured, not the slum element, but the honest, fun-loving, self-respecting American.

It was necessary at first to develop the country, to dig and delve, to shape and mould our government, to prepare for the service God has given to this people to do in the evolution of the world; but now we have stability and place and money to do the great things in a new creature of art—life.

We school people have the task before us to work out these higher ideals, a higher conception of living, through the children in our care. We must ever remember that it is our province to educate the whole people, not to do this or that thing for bread alone, but to live, to enjoy, to be an honest man or woman, a helpful personality in the community in which we live, not to make a musician of this or that child, but to make a nation of music lovers. The geniuses of the future will find themselves only in an atmosphere of universal appreciation and love of music, and that can come only through our efforts to use music as a great educational force in the development of the race. In no other way can the art life of America be made indigenous to the soil.

Into the "melting pot" has been poured the art loving blood of the world, ours the task to blend the diverse characteristics, to foster the love of all art, and musical art in particular, to demand intelligent education work everywhere, to rise above petty quibblings, to stand for a broader recognition of the power of music as an educational factor, to do our share in furthering musical activities in every line, and finally to believe in, to love and defend the musical future of our own America.

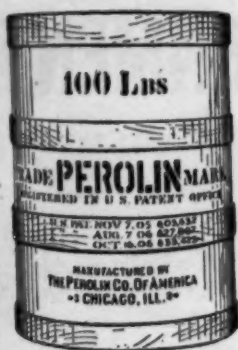
The Charles E. Merrill Co. has recently added Mr. D. O. Tankerley to the Iowa staff. His office is in Marshalltown.

Mr. Frederick H. Brown, who looks after the New England territory for Rand, McNally & Co., has changed his headquarters from New York City to Springfield, Mass. His office is located at 104 North Main St.

Mr. H. M. Rowe, Jr., has recently become a field representative for H. M. Rowe & Co. The Junior is said to be a true chip of the old block, an earnest, energetic pusher of the Sadler-Rowe commercial publications.



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## New Rules and Regulations

### Health Qualifications of Teachers.

The Philadelphia board of education, at a recent meeting, adopted a revision of its rules governing the employment of teachers. The sections relating to the physical qualifications demanded are interesting for their completeness. They read:

"All applicants for admittance to the Philadelphia Normal School for Girls or the School of Pedagogy, and all applicants for certificates of qualification to teach in the public schools of this school district, all applicants for original appointments whose certificates to teach were issued at least three years prior to the date of application, all applicants for re-appointment who have been out of the service for a period of at least one year, all teachers who have been absent on account of illness for a period of one year, and all teachers now in service who, in the judgment of the superintendent of schools, may be physically incapacitated from performing efficiently the duties of a teacher, shall be required to furnish a certificate of physical fitness in accordance with the following form, to be signed by a physician who shall be appointed by the committee on normal school for girls and qualification of teachers; except that the physicians who sign the certificates for pupils of the Philadelphia Normal School for Girls, the Central High School, and the Philadelphia High School for Girls, shall be appointed by the respective committee on said schools.

The applicants shall answer over their writ-

ten signatures the questions stated in a printed form, which shall be as follows, viz:

Physical examination of applicants for admission to the Philadelphia Normal School for Girls or the School of Pedagogy, or of applicants for certificates of qualification to teach in the public schools of this district.

#### QUESTIONS TO BE ANSWERED BY THE APPLICANT.

Have you had any severe illness within the last year? If so, what was it?

How much time have you lost from your studies, attendance at school, or vocation, through illness during the last two years?

Have you had any disease of the throat, eye or ear?

Have you been successfully vaccinated within five years?

What is your age?

I am an applicant for\*.

Signature of Applicant.

Address.

Date.

\*State whether for admittance to the Philadelphia Normal School for Girls, the School of Pedagogy, or for a certificate of qualification to teach.

The certificate to be signed by the physician shall be in the following form, viz:

#### CERTIFICATE OF PHYSICIAN.

Name and address of applicant examined.

Has the applicant phthisis?

Has the applicant any contagious disease of the skin or mucous membrane?

Has the applicant any defect in hearing? If so, describe its extent.

Has the applicant any irremediable defect in vision?

Has the applicant any chronic or acute physical defect, which, either mentally or physically, will disqualify him or her from successfully performing the duties of a teacher?

Date of Examination.

Signature of physician.

Address.

No person who shall be certified as having phthisis, any contagious disease of the skin or mucous membrane, any defect in hearing or in sight, or any chronic or acute physical defect

which, either mentally or physically, will probably disqualify him or her from efficiently performing the duties of a teacher, shall be admitted as a pupil of the Philadelphia Normal School for Girls, or the School of Pedagogy at the Central High School, or be permitted to attend any examination of applicants for certificates of qualification to teach in the public schools of this district. Nor shall any person receive a certificate of qualification to teach, upon completion of the course of study prescribed for the Philadelphia Normal School for Girls, or the School of Pedagogy at the Central High School. If, however, the disease or physical defect which disqualifies the applicant shall not be incurable, the person temporarily disqualified shall, upon a certificate from the physician that the disqualifying cause no longer exists, be eligible for admission to the Philadelphia Normal School for Girls, or the School of Pedagogy, or to receive the certificate of qualification which he or she has earned at either of said schools."

#### Barring Tubercular Teachers.

Camden, N. J. The board of education has recently adopted new rules which make it impossible for a teacher known to be infected with tuberculosis to continue in the service of the city. The rules also bar tubercular sufferers from admission to the normal school and keep out persons who are otherwise physically unfit to give the educational system first-class service. The new rules are as follows:

"All members of the first and second year classes of the normal training school at the present time shall be thoroughly examined by the medical inspector for tuberculosis. Any student found to be infected with tuberculosis in any degree shall not be eligible for admission.



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## Patek's Mattcote Looks Fresh and New for Five Years---

Patek's Mattcote is wonderfully economical. Though costing slightly more than kalsomine and other water colors at first, it is really much cheaper in the end. It has greater covering capacity, won't blister, crack, peel or crumble, or fade. Does not change behind pictures or furniture.

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Ask us for list of nationally known schools that have adopted Patek's Mattcote as the most practical and economical wall finish. These educational institutions are the very largest in their respective communities and lend weight to the argument we have always advanced.

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"All applicants for admission to the normal training school as students shall be examined by the medical inspector for tuberculosis, and such as may be found to be infected with tuberculosis in any degree shall not be eligible for admission.

"Any applicant for admission as a student to the normal training school who shall be found to be in such physical condition as to render her unable to fill the position of teacher in a first-class manner shall not be eligible to admission to the school.

"All new teachers elected to positions in the schools of Camden shall be examined by the medical inspector for tuberculosis. No person found to be infected shall be eligible to hold a position as teacher in the schools of this city.

"The board of education may at any time require any teacher employed in the schools of this city to be examined for tuberculosis by the medical inspector. Any teacher found to be infected with tuberculosis shall be ineligible to continue as a teacher in these schools.

### Rules for Savings Banks.

The school board of Calumet, Mich., has introduced the school savings banks and has adopted rules to govern the conduct of business. These rules require:

Savings deposits from one cent upward will be received.

Deposits, when made, must be entered in the depositor's passbook. Withdrawals must be made personally, and no deposit or portion of a deposit will be returned except upon the return of the depositor's passbook, and a withdrawal check signed by the depositor and the parent or guardian thereof.

The department shall be at liberty to return at any time to any depositor any part or the

whole of the amount deposited with the department for which the depositor may have credit. Notice to this effect to be served personally or through the postoffice, directed to the address of the depositor named on the books of the department. Interests all cease from the date of such notice.

Interest will be allowed on all sums of \$1 or over that have been on deposit with the department for three months previous to the interest days, which shall be the first days of June and December. The interest rate shall be the regular banking rate of 2 per cent, provided that if the regular banking rate should change the department reserves the right to change the rate of interest allowed to conform with the regular banking rate.

The department reserves the right to require the regular sixty-day notice in writing for any money to be withdrawn, and on payment of any money to a depositor the depositor shall sign a withdrawal check, which check shall also be signed by a parent or guardian of the depositor.

When the whole amount of deposit is withdrawn the passbook shall remain with the department. In case of the loss of a book, proof thereof may be given to the satisfaction of the managers of the department and a written discharge will be required on the payment of the deposit.

If a book is lost or stolen notice should be made immediately to the department.

The board of education, acting as trustees of this department, reserves the right to make new rules or change such rules as now exist, when in their judgment such change seems necessary. All such changes shall be equally binding on all depositors after due notice of such change shall be given. Due notice shall consist of notices of the changes being posted in conspicuous places in the different school buildings.

### Miscellaneous Rules.

Cleveland, O. The school board has recently amended its rules so as to make all information relative to contracts for buildings, repairs and supplies open to the public. The business department is required to file all details of its contracts in such a manner that interested persons may refer to them.

Green Bay, Wis. The school board has adopted a rule that teachers and pupils vacate the schoolhouses by five o'clock each afternoon. The rule is calculated to give janitors an opportunity of completing their work at a reasonable hour.

Columbus, O. A new rule of the board of education prohibits persons afflicted with tuberculosis from holding employment in or attending upon the public schools. It is intended especially to shut out tubercular teachers and janitors who may be a menace to the children.

Somerville, Mass. The school committee has recently revised its rules relating to the admission and promotion of pupils. The new sections read:

"Beginners shall be admitted to the first grade during the months of September and February. Any child six years of age or who shall attain that age before the first of October following shall be eligible for admission in September. Any child six years of age or who will attain that age before the first of March shall be eligible for admission in February.

"Children between the ages of five and six years may be admitted to the kindergarten nearest their home during February and September. Regular class promotions in the schools shall be made at the end of and in the middle of the school year according to the judgment of the class teacher, the principal, superintendent, and the district committee."



## PROBLEMS OF ADMINISTRATION.

(Concluded from page 9)

It is then that the problems of administration develop and difficulties too great to be overcome confront the administrative body. Unquestionably more than one school system is suffering today because it is impossible for board members to assert their independence, or secure money for needed improvements, merely because some ignorant voters do not see the utility of the request. This is not pleasant to talk about, but it is a fact which can be repeated in more than one municipality throughout the country and in some it has so long controlled the situation that no school system worthy of the name exists. Nor is it possible to change the situation when the law remains unchanged. Only by changing the law under which the boards do their business can a change be effected in the administrative system. Boards may go on and do as well as they can, but what they can do will fall far short of what they might or would do under more favorable circumstances.

## THE MOBILE MEETING.

(Concluded from page 7)

demand the earnest consideration of all interested in education. This department recommends that this question be given a place upon the next program of the department.

3. It is the sense of the department of superintendence that uniform school records and reports are essential to the intelligent comparison of school systems for the purpose of increasing the efficiency of educational administration. It therefore recommends the adoption by school authorities of the forms of record and reports as submitted by its Committee on Uniform School Reports, provided that said forms shall be modified and improved as may be found expedient from year to year by conference of the United States Bureau of Education, the Bureau of the Census, the National Association of School Accounting Officers and the Committee on Uniform School Records and Reports of the Department of Superintendence.

4. The Department of Superintendence recognizes that the present lack of uniformity in nomenclature found in texts in English grammar is confusing and unnecessary. It therefore authorizes the president of this department to appoint a committee of five to formulate and report at the next annual meeting of this department a system of nomenclature for texts in English grammar, and recommends that publishers of such texts use this system if adopted by the department.

5. The Department of Superintendence approves of the use of school buildings as community centers and recognizes in this movement a socializing force of immense significance. Genuine increase in efficiency is possible only where there exists the heartiest co-

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operation on the part of all agencies aiming at social advancement. The establishment during recent years of many organizations and societies devoted to the solution of various specific educational and social problems is most encouraging to all devoted to the public.

## Educational Exhibits.

The educational school supply houses were unusually well represented at the recent meeting of the Department of Superintendence of the N. E. A. in Mobile. While the publishing houses were prominent by their agents, none of them showed any of their books.

One of the most interesting displays was made by the American Seating company. Mr. C. E. Gibson of Chicago demonstrated the new steel desks recently put on the market by this house. The three desks created considerable attention because of their novel construction and design.

A full line of sanitary school plumbing fixtures were displayed at the Battle house by Jas. B. Clow & Sons.

The American Crayon company showed for the first time the prize drawings submitted a year ago in their National Crayographing contest. Mr. W. G. Youse of Sandusky and Mr. G. E. Parmenter of Waltham were in constant attendance, explaining the merits of the drawings and exhibiting the materials with which they were made.

Mr. M. H. E. Beckley showed samples of his famous Beckley blackboard.

Mr. J. C. Moore of the Columbia School Supply company demonstrated the Columbia steel desk and the Columbia steel teachers' desk. The latter has recently been re-constructed upon new lines and resembles in every detail except the material, a high grade, quarter-sawn oak desk.

The splendid writing qualities of Carbonall, the new blackboard, were ably demonstrated by Mr. Macy S. Good, president of the Good Paint company, Chicago.

Mr. W. O. Jones of Owensboro, Ky., exhibited a model of the "Silent Giant" desk, manufactured by Peter & Volz. Mr. Jones also displayed some interesting literature on school supplies carried by his firm.

Mr. E. W. A. Rowles made an exhibit of desks and general school supplies.

Mr. E. H. Sheldon attracted considerable attention with the new manual training benches and domestic science tables which he displayed in the lobby sample room of the Battle house.

Among the other exhibitors who were represented were Zaner & Bloser, who showed a complete list of writing books and materials; A. N. Palmer & Co., an exhibit of school writing specimens; C. H. Congdon, Chicago, the Congdon chart system; John F. Riggs, Des Moines, the Riggs school record blanks; the Neostyle Co., Chicago, duplicating machines; Manual Arts Press, manual arts text books; Lawrence Wilson of Oak Park, Ill., the Springfield Sanitary Drinking Fountain, etc.



School Board Offices in the New Ishpeming High School (pages 12-13).



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### THE CHOICE OF TEACHERS.

(Concluded from Page 3)

into a school where they were known under any consideration. This impression of improvement may be due to the fact that then there were a great many more men in the profession than there are now; the elimination of the men and the substitution of the women having made the improvement. I more than suspect that there is some truth in this. But general public standards are higher and if men were now to replace women they would have to be men of good moral character. Superintendents and boards would not think of anything else, and if they did, the public would not have it. There may be exceptions, but I believe this to be the rule. It goes without saying, yet let us say it with emphasis, that a life free from vice is what we demand and must have in our teachers. They should not raise their price on us for this qualification, because it isn't a thing for barter and sale, but it does not hurt them any when it comes to fixing salaries. We should reflect, moreover, that a good moral character is not merely negative. It means not merely freedom, from vice, but positive virtue as well. I like to see a teacher run up his flag in favor of right. And especially if my child admires the teacher, do I want the teacher not to try to pose as a neutral. In other words, the teacher should not teach his pupils to be moral cowards. This does not mean that a teacher should forget his relation to the whole public which he serves, and enter into non-moral contests in an offensive manner. But the state must be assumed to be in favor of right against wrong, and its servants, the teachers, are not to suffer moral disfranchisement any more than civil.

I close with mention of a change which I believe should be made in the later grades and in high schools, namely, the employment of more men. A large percentage of the young men of today never had a man teacher. I

believe that to be a misfortune. The same is true of young women, though probably in their case, the loss is not so great. No claim is made here for superiority of men over women. That is not the point. If a woman is all she ought to be, she isn't a man. And if a man is all he ought to be, he isn't a woman, and if personality counts for anything, in teaching, certainly growing boys especially, but also girls, should have the advantage of masculine personality as well as of feminine. I should think that from the tenth grade, on through the high school, half men and half women would be about the proper division.

But I am conscious of the difficulties. We have been describing ideal men and women, and saying that we should secure them as teachers. But such can not be had at any price that the public will stand. All that can be done is to come as near the ideal as we can with the means at our disposal, keeping our eyes intently open on our problem, and adding our influence toward the upbuilding of a larger, more just, more generous view of this greatest work that any generation can do, namely, training the next.

### THE SCHOOL BOARD: THE INTERPRETER OF EDUCATIONAL DEMANDS.

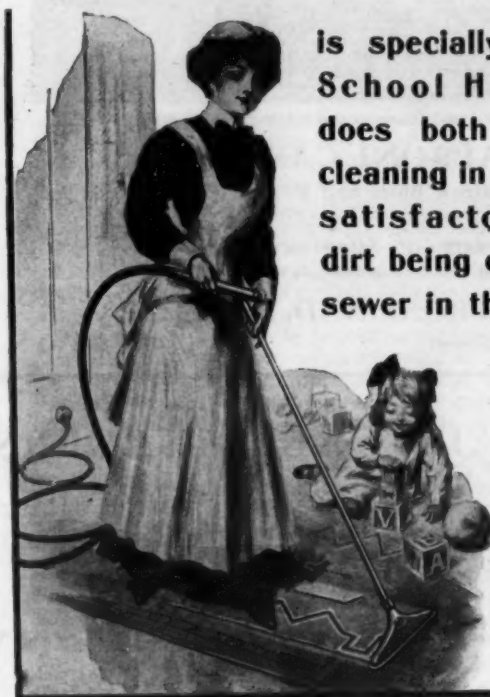
(Concluded from Page 3)

Latin grammar schools or of the academy to prove this.

The recent developments along industrial lines in this country has led to a demand for industrial schools and slowly but surely this demand is being met, yet it is not being received as generally as it should be. Lack of funds keep many schools from making any attempt to provide for such instruction. But we, the richest nation of the world, surely can afford anything any other nation can, if it is worth the price. The congested condition of our cities means that an increasing percentage of our youth must seek employment in manufacturing and trades. They cannot become

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skilled workmen by means of apprenticeship, for trade unions keep down the numbers who are allowed such chances to learn, and lengthen the time of learning until it takes as long to become a master brick layer as to become a physician. What is then open to the youths? Only the place of an unskilled laborer and little chance ever to get out of the rut into which he is thus thrown.

It is the duty of the boards of education of our country, as men controlling the school systems, to interpret this demand, and to see that it is met. We need arrangements by which our boys can be fitted for entering the trades schools or the special courses prepared by our universities. When these demands are met we need have little fear that our general education will be lost. There will still be as large a percent who seek education along cultured and professional lines. The great change will come in the percentage of pupils who leave school at the ages between from fourteen to sixteen, and with this increased attendance in the schools will come an increased interest on the part of parents to support schools.

Mitchell, S. D. The school board has recently elected J. W. McClinton of Minneapolis as superintendent. He succeeds F. H. Hoff, resigned.

The high schools of Springfield, Mass., graduated twenty-four students in February. This is the first mid-year graduation held in the city.

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A bill providing for state uniformity of text books and fixing maximum prices has been introduced in the Illinois legislature. The measure, if enacted, will enable the governor to appoint a book commission. If prices quoted by publishers are not satisfactory, the commission will be empowered to buy manuscripts, contract for the printing of books, and sell them direct to the schools. The bill is favored by some of the school authorities on the score of economy, but is denounced by others as seeking to reduce the schools to a dead level of mediocrity.

Mansfield, O. Adopted Wentworth-Smith revised arithmetic.

Rochester, N. Y. Smith's Practical Course in Touch Typewriting (Isaac Pitman) has been introduced in the high schools.

Isaac Pitman & Sons have issued a booklet of testimonials entitled "The Passing of Light Line Shorthand."

Chicago, Ill. The school board has adopted Stone-Millis' arithmetic (Sanborn); Hodgden's American history (Heath); McMaster's primary history of the United States (American); Builders of our Nation (Eaton); Forman's history of the United States (Century); Woodburn & Moran's American history and government (Longmans), and Mace's school history of the United States (Rand-McNally).

Akron, O. Adopted Wentworth and Smith's geometry.

New Bremen, O. Wentworth's revised geometry has been adopted recently for introduction in the New Bremen high school.

Terre Haute, Ind. Adopted Fitz's physiology (Holt) for second year high school classes.

Quincy, Ill. The Palmer penmanship method has been adopted in the schools.

Chicago, Ill. An open list of histories has been adopted recently by the board of education on the recommendation of Supt. Young. This list

consists of Hodgden's First Course in American History, McMaster's History of the United States and The Builders of Our Nation. The Stone-Millis arithmetics also were adopted.

Mr. L. M. Wood, instructor of geography in the Kalamazoo normal school, is preparing a physical geography of the state of Michigan. The book will be published by the State Geological Survey and is intended for supplementary school use and general reference.

St. Paul, Minn. A referendum vote of the teachers, on a new geography to be selected by the school board, recently resulted in favor of the Tarr and McMurry book, published by the Macmillan Company. The book has been adopted to replace the Redway text.

Charles A. Greathouse, state superintendent of public instruction for Indiana, recently made a statement in which he declared that the Indiana uniform text book law, which has been in operation for twenty years, has saved the school patrons a total of \$3,500,000, or at the rate of \$175,000 a year. The figures set out by Mr. Greathouse were from totals taken from the books in his office, through which requisitions for the books were made.

The year 1906 was taken by the superintendent as an average year in arriving at his totals. The cost of all the books in use in the common schools of the state during that year was \$325,480.00. With this as an average year, the state has spent in the twenty years that the uniform text book law has been in force \$6,509,611.

Dr. Francis H. MacCarthy, author of "Hygiene for Mother and Child," declares that from the physician's standpoint the wisdom of encouraging the spirit of competition in school children by giving ranking marks or prizes is questionable. "It would seem," he writes, "to introduce an element of stress and possible jealousy that is not in harmony with the simplicity of the child nature, and is abnormal and unhealthy. It is more important that children should learn the meaning of work, and the joy of work well done, than that they should strive to attain the highest marks." William Estabrook Chancellor in his "Class Teaching and Management" likewise concedes that "it is desirable to postpone marking as late in school life as public opinion will permit."

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Thirty-four counties in the state of Iowa are at present the seats of spirited contests between bookhouses for five-year adoptions of elementary texts. Each of the counties has uniform books in all rural and village schools, and the business to be given out represents a tidy sum to the successful publishers. The counties are as follows:

Adair, Appanoose, Buena Vista, Butler, Cherokee, Clay, Davis, Emmet, Fayette, Greene, Grundy, Hardin, Jasper, Johnson, Jones, Linn, Louisa, Madison, Mahaska, Marshall, Mills, Mitchell, Muscatine, O'Brien, Plymouth, Polk, Ringgold, Shelby, Tama, Union, Winneshiek and Harrison, Howard and Worth.

Moline, Ill. Robinson's commercial geography has recently been introduced in the high school.

The entire list of art publications of the Davis Press, Worcester, Mass., have been acquired by Atkinson, Mentzer & Grover, New York.

Gallion, O. Adopted Salisbury's physical geography.

The memory selections required in the New York State Course of Study for Elementary Schools have been issued by Houghton Mifflin Company as an extra number of the Riverside Literature Series.

Springfield, Ill. The school board has recently adopted Wentworth's plain and solid geometry (Ginn); Bacon's German grammar (Allyn & Bacon); Bacon's Im Vaterland reader.

The Vision of Sir Launfal and The Rime of the Ancient Mariner have recently been reissued in one pamphlet as an extra number of the Riverside Literature Series. The Courtship of Miles Standish, Snow Bound and The Raven have been similarly republished with the original introductions and explanatory notes.

The school board of St. Paul, Minn., has been enjoined temporarily from introducing Tarr & McMurry's geography into the public schools in place of Redway's natural geography. The latter book, which is published by the American Book Company, was adopted a year ago, although the former contract did not expire until later in the year. A new board which came into office in the spring rescinded the action of its predecessors, referred the geography question to a referendum vote of the teachers, and then adopted the Tarr



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& McMurry book, which had found general favor with the teaching corps.

Widespread interest has recently been aroused by the announcement that Houghton Mifflin Company will shortly issue a series of readers to be called the Riverside Readers. The editors of the books, which have been in preparation for some time, are Supt. J. H. Van Sickle of Baltimore, Miss Wilhelmina Seegmiller, Indianapolis, and Miss Frances Jennings, Decatur, Ill.

It has often been remarked that Houghton Mifflin Company have extraordinary facilities for preparing a superior set of readers, because of the large amount of copyrighted material under their control, and the excellence of the work of the Riverside Press. The single fact that they are the sole authorized publishers of the works of the great American authors, Longfellow, Lowell, Holmes, Whittier, Hawthorne, Emerson and Bret Harte, and that they also publish all the works of many recent authors such as John Burroughs, Edward Sill, Celia Thaxter, Sarah Orne Jewett and Kate Douglas Wiggin, as well as important books by Charles Dudley Warner, William Dean Howells, Joel Chandler Harris, F. Hopkinson Smith, Horace E. Scudder and Eva March Tappan, guarantee of the distinction which will characterize these readers.

The editors of the series are pre-eminently qualified to compile a successful set of readers. Mr. Van Sickle and Miss Seegmiller have national reputations not only as educators, but also as authors of text books. Miss Frances Jennings has made the problem of teaching reading in the lower grades a special study for years and has had considerable experience as a teacher and supervisor. These editors are being ably assisted by advisers and critics in various grades in schools throughout the country.

The readers in their mechanical makeup and illustrations will represent the high ideals which the Riverside Press has maintained. The artists who have been induced to make the illustrations include such notable men and women as Howard Pyle, E. Boyd Smith, Ruth Mary Hallock, Clara E. Atwood and others.

Fond du Lac, Wis. Adopted for the high school Hufcut's elementary business law (Ginn) and Conn & Budington's physiology (Silver).

Isaac Pitman & Sons, New York City, have recently issued a new work on bookkeeping by Mr. Fred J. Ney. The author, who has had many years experience in teaching elementary accounting, has endeavored to produce a text which will not only supply to students the principles of account keeping, but will also give them a good idea of the most modern methods and devices used in business houses. The book includes both double and single entry bookkeeping and is illustrated with many carefully chosen business forms collected from business houses. The work sells at \$1.00 per copy.

The state contracts for histories and geographies used in the public schools of Indiana expire with the close of the present school year. Both texts have been used more than ten years.

California. The committee on education in the state senate has recently begun an investigation of the state text book situation. Letters of inquiry concerning books used in the schools, their cost, etc., have been sent to all city and county superintendents.

Brooks' readers have recently been adopted in the Rockford, Ill., schools to replace the Baldwin series.

The proposed Pennsylvania school code has recently been criticized for its provisions relative to the purchase of text books. It requires that all books for a given school year be bought before the end of the preceding term. This will prevent the smaller companies, who employ teachers and principals as their agents during the vacation season, from receiving an equal opportunity with the larger houses. These latter have large forces of men on the road all the year round and are charged with inciting the proposed early purchases of texts.

The supreme court of Indiana has recently decided that the board of trustees of the Lafayette city schools must use the writing books adopted by the state. The city schools had employed special writing teachers to give instruction without the use of copy books. Eaton & Company, Chicago, were the plaintiffs in the suit.

La Crosse, Wis. Adopted for the grade schools Macy's school history (Rand-McNally); Modern Music readers (Silver-Burdett).



### Architectural Drawing.

A Primer. By Wm. B. S. Dana. Cloth, 154 pages. Wm. T. Comstock Co., New York.

With the increasing interest in vocational education there arises a demand for practical books like the present volume. The author, who has for a number of years taught young students the elements of architectural draughting in the New York Mechanics' Institute, has here set down the problems which in his experience have proven most successful. More than teach the boy how to put parts of a building together on paper it does not attempt. But it does this thoroughly and comprehensively and well fulfills its mission.

Lowell's Vision of Sir Launfal,

And other poems. Edited by Allan Abbott, Teachers' College, New York. 78 pages. Longmans, Green & Co., New York.

This is a very clever combination of the life, chronology and poems of Lowell, which as a supplementary text, ought to give the most stupid of teachers and pupils a rounded study for work in English. Rarely, if ever, can more attention be given to one author than the pages of this book include. The notes are sensible.

Gray's Elegy, Goldsmith's Deserted Village,

And other poems. Edited by Jas. F. Hosic, Chicago Normal College. 80 pages. Longmans, Green & Co., New York.

Gray's Elegy, Goldsmith's Deserted Village and The Traveler have very properly been enclosed in this new addition to Longmans' English Classics. They are poems of a period, of a kind, and written by contemporaries. Each is like the other and the same atmosphere clothes the three. The notes are not laboriously long. A few other poems of each author round out the volume.



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## The Health Index of Children.

By Ernest B. Hoag, M. D. Cloth, 188 pages. Whitaker and Ray-Wiggin Co., San Francisco, Cal.

While this book modestly proclaims itself an index to the health of children, it covers, in reality, a much broader field. The author, who has been for several years chief medical officer of the Berkeley (Cal.) public schools, has here set down the results of long observations and studies. The material he first used in lectures to teachers and women's clubs and to classes in education in the University of California, so that the book is the result of mature experience and has been tried out both in the matter of scientific accuracy and completeness, as well as popularity in treatment. It is addressed directly to classroom teachers and parents, who have little or no technical training in observing the symptoms of disease and of deep-seated physical defects in children, but who are called upon to give these bad physical conditions intelligent attention.

The first part takes up in detail the various easily recognized signs of common ailments and physical defects in children. Eye, ear, throat and teeth troubles and nervous disorders are described very completely, yet simply, and suggestions for treatment are added. The possible results of neglect are indicated by concrete examples of inattention which came under the writer's eyes.

The general subject of the care of children's and teachers' health is taken up in part two. The organization of health bureaus in city schools, in part three, is particularly timely and should prove suggestive for small communities which cannot devote large sums to medical inspection.

The book will make a valuable addition to the literature of school hygiene. It is the pioneer in its field and should find a wide sale.

## Parkman's Oregon Trail.

Edited by Wm. E. Leonard, University of Wisconsin. Cloth, 16mo, 45 cents. Ginn &amp; Co., Boston, Chicago.

The introduction to this classic of travel and adventure in the Far West is worthy of special note, for it is written with a dash and vividness which make Parkman, the man, and the primeval country through which he traveled a vivid picture in the reader's mind. Professor Leonard discusses Parkman's life and his work and adds just enough about the Oregon Trail to give the reader an idea of the book's value as a historical document. The notes and bibliography are brief but adequate.

## Elson Grammar School Reader.

Book II. By William H. Elson and Christine Keck. 342 pages. Scott, Foresman &amp; Co., New York, Chicago.

The arrangement and contents of "Book Two" are out of the common. In Part One, with the exception of Ruskin's "King of the Golden River," everything is poetry. These selections fall under the heads of patriotism, stories, poems of nature

and duty. In Part Two comes some of the heroic tales of Greece and Rome, adaptations of the stories from Homer and Virgil, by Alfred J. Church. In Part Three are given brief biographies of nine great American authors, ranging from Benjamin Franklin to Oliver Wendell Holmes. In connection with each selection are notes and questions also words and phrases for discussion. The notes give helpful information, the questions will provoke study, and what is much better, will stimulate thought and appreciation.

## Children's Classics in Dramatic Form.

By Augusta Stevenson, Indianapolis, Ind. 211 pages. Price, \$0.50. Houghton Mifflin Co., Boston.

In the judgment of the author, the best results will usually be obtained by using these classics in dramatic form in the fifth and sixth grades. Of the fourteen stories, nine are based upon incidents in the lives of famous men and women; the others are every whit as good as if based upon historical facts. Thus "The Goblin and the Huckster's Jam" teaches indirectly that we may have this or that, but not this and that—a lesson we are slow in learning. "The Sandalwood Box" portrays the beauty of hospitality, the meanness of greed.

The style has a tendency to make children to lose self-consciousness and to read naturally and expressively.

## Elementary Lessons in English.

Geo. C. Howland, University of Chicago. 207 pages. Colonial Book Co., Chicago.

First examples, then drill upon these examples, last definition or statement of principles. "Elementary Lessons" follows the inductive method. Its practical bent is shown by the space given to the pluralization of nouns, use of quotations, use of capitals, letter forms. It has been realized that these essentials are often slurred over. The index is unusually full in its references. A list of fifty poetical selections for study and for further application of principles appears on page 202. Some may question the fitness of retaining the subjective mode and distributing forms usually called potential between the indicative and the subjunctive mode. This arrangement is, however, relatively unimportant. But calling an indirect object—when it takes the form of a phrase—an adverbial modifies, may be confusing and runs counter to the generally accepted canons of grammar, even in our grammarless tongue.

Simplicity and a well ordered arrangement are strong characteristics.

## Bookkeeping Simplified.

By Fred J. Ney, principal of the high school, Treherne, Minn. Cloth, 336 pages. Price, \$1.00. Isaac Pitman &amp; Sons, New York.

This book has been prepared with the object of supplying a text book which shall not only meet the requirements of students in secondary schools, but will also be of value to the student who is already engaged in or will shortly enter upon a commercial career. In many years of

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experience as a teacher the author has found that the great fault with text books on bookkeeping is that they are too theoretical and neglect the practical, everyday methods and terms employed in modern business houses. The present work has, therefore, been prepared with the special needs of the man behind the desk in mind.

Double entry as well as single entry bookkeeping are dealt with, although as a whole, the work is based on the principles of the former. After a complete treatment of all the ordinary forms of business accounting the author includes chapters on partnership, branch and departmental accounts, joint accounts, sectional balancing ledgers, banking, stocks and bonds, and reserve accounts. One of the best sections of the book is devoted to a large collection of business forms such as are used by business men in transactions with banks, transportation companies, etc. The book closes with a dictionary of business terms and a chapter on final closing of accounts.

Though the book is written by a Canadian American, it has been prepared with special reference to business practices in the United States, so that it is altogether fitted for use in American high schools.

## Synchronic Chart of United States History.

By Geo. E. Croscup, New York. 94 pages. Price, \$1.50. Windsor Publishing Co., New York.

Croscup's Synchronic Chart of United States History will be found a useful reference book in the study of American History. Besides a chronicle of the leading events in our history it contains a helpful summary of the constitution, and a brief chronological treatment of such topics as territorial expansion, political parties, and slavery. The most interesting features of the book are the maps and charts by means of which the development of the country and its institutions is graphically shown. The comparative statistics will also be found helpful.

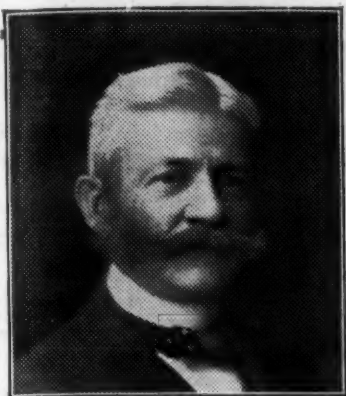
## Open Air Crusaders.

Edited by Sherman S. Kingsley. Cloth. Octavo. 109 pages. Illustrated. Published by the United Charities, Chicago.

The subtitle of this handsome book modestly describes it as a report of the Elizabeth McCormick Open Air School. It is, however, much more than this. It is a very suggestive description of the open air schools conducted by charitable institutions of Chicago for children who are tainted with tuberculosis or who by their environment and physical constitution are in danger of contracting the dread disease. School officials and social workers will find in the book not only a concrete argument for the establishment of similar schools but also a wealth of information on the administration of these schools. Probably the most interesting chapter of the book is contributed by Dr. W. A. Evans, on the Ventilation of Schoolrooms.

Parkersburg, W. Va. The school board has made an exclusive adoption of the Milton Bradley water colors.





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#### More Important.

Mother:—Where is Ethel?  
 Servant:—Below, in the garden.  
 Mother:—Call her in. It is time that she study her nature books.

Master.—Jones Minor, your carelessness is simply outrageous! You know how averse I am to corporal punishment, but—

Jones Minor (knowing that he is "in for it" anyhow).—All right, sir; you can't be more averse to it than I am, sir!

#### At the End of Her String.

School-Teacher.—Tommy Wilkins, what is a bob?

Tommy W.—Anything that plays loosely at the end of a string.

Teacher.—Correct. Now give me a sentence using the word in that sense.

Tommy W.—My sister Nellie has a beau named Bob.

Teacher.—Willie, have you whispered today without permission?

Willie.—Yes, wunst.

Teacher.—Johnnie, should Willie have said "wunst?"

Johnnie (triumphantly).—No, ma'am; he should have said "twice-t."

Professor (zu den Studenten): "Bitte, rauchen Sie nur weiter, mich geniert's gar nicht; im Gegentheil freue ich mich, wenn's andern schmeckt. Es geht dem Esel mit dem Tabak wie mir mit dem Heu: Ich selber esse es nicht, aber ich habe meine Freude daran, wenn es anderen schmeckt."

#### The New Country School.

The walls and the ceiling they're spraying,  
 They're scrubbing the woodwork and floors;  
 A stream on the blackboard is playing,  
 They're boiling the desks and the doors;  
 The old water pail has been scalded,  
 A cup for each lassie and lad,  
 And no one may drink, as we all did,  
 From that old tin dipper we had.  
 They've cleansed every pointer and ferrule,  
 The ink wells are scrubbed out with lye,  
 The books and the slates are made sterile,  
 The old well is filled up and dry;  
 The girls have to wear, willy-nilly,  
 A button which bears this bold sign:  
 "The lips that touch germs or bacilli  
 Are lips that will never touch mine."  
 The dunce cap is boiled every morning,  
 (They've the individual kind!)  
 The front door is set with this warning:  
 "Who enters here leaves germs behind."  
 No apple is smuggled for sharing  
 As was on the schooldays of yore,  
 Until they've made sterile the paring  
 And quite disinfected the core.  
 Alas! The old pump is discarded,  
 And gone in the flight of the years;  
 The new drinking fountain is guarded  
 By the Anti-germ Grenadiers!  
 The vines from the windows they're stripping  
 Lest germ-breeding insects might stay,  
 The eaves and the rafters are dripping  
 All wet with a sterilized spray.  
 Oh, come, in the joy of the morning,  
 What secrets of schooldays we'll tell!  
 That thick rising vapor gives warning  
 That teacher is boiling the bell.  
 It's time for the B Class in scrubbing,  
 The A Class is set out to cool  
 From its recent boiling and rubbing—  
 Three cheers for the Sterilized School!

J. W. Foley—In Life.

#### His Excuse.

Cholly had entered his father's offices after graduating from college, but had shown a capacity for unpunctuality that gradually got upon the old gentleman's nerves.

"Well," said the latter one morning, snapping the cover of his watch angrily, as Cholly walked in about 10:30, "this is a fine time of day to get down to business. Here it is 10:30 o'clock."

"Well, my dear dad," said Cholly, languidly, "you have always said that the office should seek the man and not the man the office, and I've been waiting for the blamed thing to turn up ever since breakfast."—Harper's Weekly.

#### A Strong Probability.

Teacher:—And Adam and Eve couldn't go back to the garden because an angel, holding a flaming sword, was at the gate.

Billy Snodgrass:—Why didn't they jump the fence? If I'd been there—

Tony Fuller:—What're you talking 'bout? S'posin 't was barb wire?

#### Egging Him Off.

Teacher (reading):—The actor received an ovation at the end of the first act. What does ovation mean?

Bright Boy:—Ovation is derived from ovum—egg—oh! I know—he was pelted with eggs.

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#### Economy in Art.

"Of course," said Mr. Sirius Barker, "I want my daughter to have some sort of an artistic education. I think I'll have her study singing."

"Why not art or literature?"

"Art spoils canvas and paint and literature wastes reams of paper. Singing merely produces a temporary disturbance of the atmosphere."

#### No Latitude.

An Irish school inspector was examining a class in geography. He had propounded a question regarding longitude and received a correct answer from the lad undergoing the ordeal.

"And now," he said, "what is latitude?"

After a brief silence a bright youngster, with a merry twinkle in his eye, said:

"Please, sir, we have no latitude in Ireland. Father says the British Government won't allow us any."

#### A Prototype.

S. S. Teacher.—Who was Noah?

Pupil.—He was a weather prophet. When he said it was going to rain, nobody believed him.



#### Successful.

"Johnnie, you were not in school yesterday. Where were you?"

"I went fishing."

"Did you catch anything?"

"No, sir."

"Then step right up and we'll fix that part of it all right."

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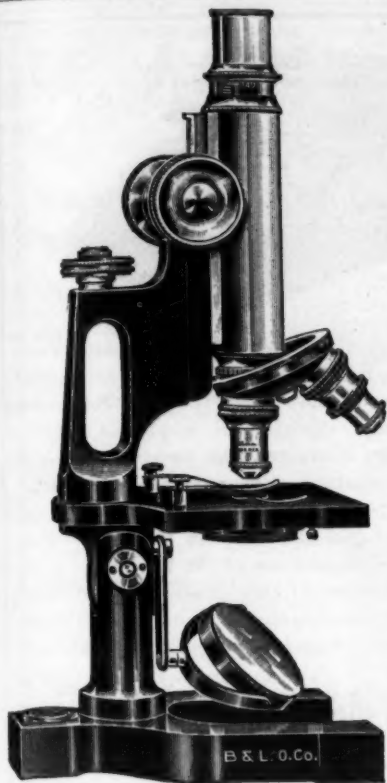
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#### Adds to Staff.

The Thomas Charles Company of Chicago, has just added to its list of representatives Mr. W. H. Matheny and Harry W. Mott. Mr. Matheny will travel in Illinois, Iowa, Nebraska, North and South Dakota and Minnesota. Mr. Mott will cover Indiana, Kentucky, Michigan. Both are well acquainted with the school field and will cover their territory completely and satisfactorily. Mr. Matheny was formerly connected with the School Century of Oak Park, Ill., and knows the west thoroughly. Mr. Mott comes from the Milton Bradley Company, whom Thomas Charles represents in the middle west.

Mr. Thomas Charles, founder and president of Thomas Charles Company, though eighty-two years of age, continues active in the management of the business. He seems to be getting younger rather than older and watches every detail with care and accuracy. He is now the oldest school supply man in the United States both in age and years of service.

The American School Board Journal wishes Mr. Charles many more years of health, prosperity and success in the conduct of his business.

#### Publish Proceedings.

The National Society for the Promotion of Industrial Education last month issued the first two parts of the proceedings of the fourth annual convention held last November in Boston: Part I, "Trade Education for Girls"; Part II, "Apprenticeship and Corporation Schools." The remaining two parts of the proceedings to be issued in a few weeks are entitled respectively "Part Time and Evening Schools" and "The Social Significance of Industrial Education."

Part I, "Trade Education for Girls," contains addresses upon the demands and opportunities for girls in trades and stores. Susan M. Kingsbury gives a clear analysis of the demands for girls in the needle trades in and near the city of Boston. Miss Edith M. Howes follows with a

discussion on "What Schools Can Do to Train for Needle Trades." D. F. Edwards, Boston, speaking from the standpoint of the retail merchant, discusses the opportunities for girls in department stores; while Mrs. Lucinda W. Prince describes the work of the Union School of Salesmanship, Boston, in offering opportunities for such training.

The latter part of Part I discusses the general subject of training teachers for girls' trade school work. The addresses of Mrs. Mary Woolman, Teachers' College, New York City; Miss Sarah Louise Arnold, Boston, and others are printed in full.

Part II of the proceedings contains the addresses on "Apprenticeship and Corporation Schools." In an introductory paper, M. W. Alexander, of the General Electric Company, West Lynn, Mass., outlines the general principles and requirements of apprentice instruction. Tracy Lyon describes in a very interesting paper the training which the Westinghouse Company offers its apprentices. Mr. Lyon says: "We have a very keen appreciation of the importance of the problem of industrial education." As to the aim of the apprenticeship instruction, he says that it is the purpose of the company "to make all-around mechanics of the majority of the boys," and says the company believes that the very considerable expense involved in apprenticeship instruction will prove to be justified, even though its graduates are under no obligation to remain in the company's services.

Mr. F. W. Thomas, Supervisor of Apprentices of the Santa Fe Railway System, describes the apprentice instruction as carried on by that railroad company. Mr. Thomas clearly expressed the need for apprentice instruction in his opening paragraph, which reads as follows: "The present apprentice system had its birth when the road was in crying need of skilled mechanics. There was work in abundance, but the laborers were few. Good wages, comfortable surroundings, and a most indulgent corporation could not attract them for the simple reason there were none to come. The management said: 'If we can't hire them, we will make them.'"

#### COMING CONVENTIONS.

March 2-3. Southeastern Kansas Teachers' Association, at Chanute. H. D. Ramsey, Cha-

nute, chairman of executive committee.

March 3-4. Northern Colorado Teachers' Association at Greeley. A. B. Copeland, chairman of executive committee.

March 17-18. Central Illinois Teachers' Association, at Peoria.

March 29-30-31. North Nebraska Teachers' Association, at Norfolk.

March 31-April 1. Brown University Teachers' Association, at Providence, R. I. Elmer T. Hosmer, president, Pawtucket, R. I.

March 31-April 1. Department of Superintendence, Minnesota Educational Association, at State University, St. Paul. Mr. C. H. Barnes, president, Ely, Minn.

April 5-6-7. Northern Minnesota Teachers' Association in St. Cloud. T. A. Erickson, president, Alexandria.

April 5-6-7. Southwestern Nebraska Education Association at Oxford, Neb.

April 6-7. West Central Nebraska Teachers' Association at Lexington. D. F. Dickerson, president, Lexington, Neb.

April 6-7-8. Louisiana State Teachers' Association at Lake Charles.

April 13-14-15. Eastern Commercial Teachers' Association in Bridgeport, Conn.

April 13-15. Middle Tennessee Teachers' Association, at Nashville. Mr. J. D. Jacobs, president, Murfreesboro, Tenn.

May 11-12-13. Eastern Art and Manual Training Association, in Philadelphia. Miss Ada B. Williams, secretary, 7619 Lexington avenue, Cleveland, O. Exhibit of pupils' work.

June 5-6-7. Conference on the Education of Backward, Truant, Delinquent and Dependent Children, at Boston. E. L. Coffeen, secretary, Westboro, Mass.

June 26-7-8-9. Catholic Education Association at De Paul University, Chicago. F. W. Howard, secretary, Columbus, O.

June 20-21. National Society for the Study and Prevention of Tuberculosis at Denver. Philip P. Jacobs, assistant secretary, New York City.

June 27-28-29. Kentucky State Education Association in Owensboro. T. W. Vinson, secretary, Frankfort.

July 8-14. National Education Association, in San Francisco, Cal. Mrs. Ella Flagg Young, president, Chicago; Irwin Shepard, secretary, Winona, Minn.



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## SCHOOL TRADE NOTES

## SUPPLIES.

Philadelphia, Pa. The school board has recently approved a request of the superintendent of schools for the establishment of an additional warehouse for furniture, books and supplies intended for school use. A room will be equipped for exhibiting standard samples of equipment so that bidders can examine articles asked for, and the superintendent of supplies can make comparisons of goods furnished with standard samples.

Monmouth, Ill. Seating contract for the new high school awarded to American Seating Company, Chicago.

Garfield, N. J. The board of education has purchased 400 desks from the Columbia School Supply Company, Indianapolis, Ind.

Youngstown, Ohio. The school board has ordered a Richmond vacuum cleaning system for the Jefferson school building.

Kansas City, Mo. Contract for pneumatic bell and clock system in the Lincoln high school has been awarded the Hahl Automatic Clock Company, Chicago.

Chicago, Ill. Contract for 10,000 "New Victor" stationary desks has been awarded to the American Seating Company. Prices range from \$2.14 for the smallest size desk to \$2.24 for the largest.

Minneapolis, Minn. The school board has equipped all school buildings with three gallon sanitary drinking water jars. The jars are made by the Redway Union Stoneware Company, Redway, Minn., and are fitted with nickel plated automatic faucets.

Kansas City, Mo. The board has purchased one hundred Brady hygienic drinking fountains for the public school buildings.

South Bend, Ind. Contract for opera seating and portable chairs in the new high school has been awarded to the E. H. Stafford Mfg. Co.

Bausch & Lomb Optical Company has just issued a new catalogue entitled Ungraduated Laboratory Glassware. It includes Jena, Bohemian and German glassware for laboratory use. The catalogue illustrates breakers of different sizes and varieties, bottles, dishes, flasks, receivers, retorts, test tubes, watch glasses and glass tubing. Each item is very carefully illustrated with the exact capacity cc., diameter mm., etc., given in each case. It is a catalogue which ought to be in all high school libraries.

## An Du Septic Dustless Crayons.

Mr. James P. Haney, director of art in the New York high schools, has said that the blackboard

degrees of hardness to meet all possible uses to which it may be put. The three grades are soft, medium and hard, and may be purchased in round or hexagonal shapes. In ordering, it is desirable to designate the blackboard installed in the school, whether slate, silicate or paint. For the last named boards, a special crayon of mellow texture is made, which writes smoothly on the most unfavorable surfaces.

Many teachers prefer crayons of the hexagonal shape because these are especially adapted for writing fine lines in mathematical and penmanship work.

The An Du Septic crayon is composed entirely of antiseptic materials, very firmly pressed so that it is both hygienic and lasting. It is heavier than most dustless crayons, many of which are smaller in diameter, and will wear longer than any on the market.

Teachers who have used An Du Septic crayons say that it has raised the standard of blackboard work to the highest point of effectiveness and value, at the same time minimizing labor and eliminating all discomfort.

Samples of crayons for school use will cheerfully be sent by the makers of An Du Septic Chalk, The Binney & Smith Co., of New York.

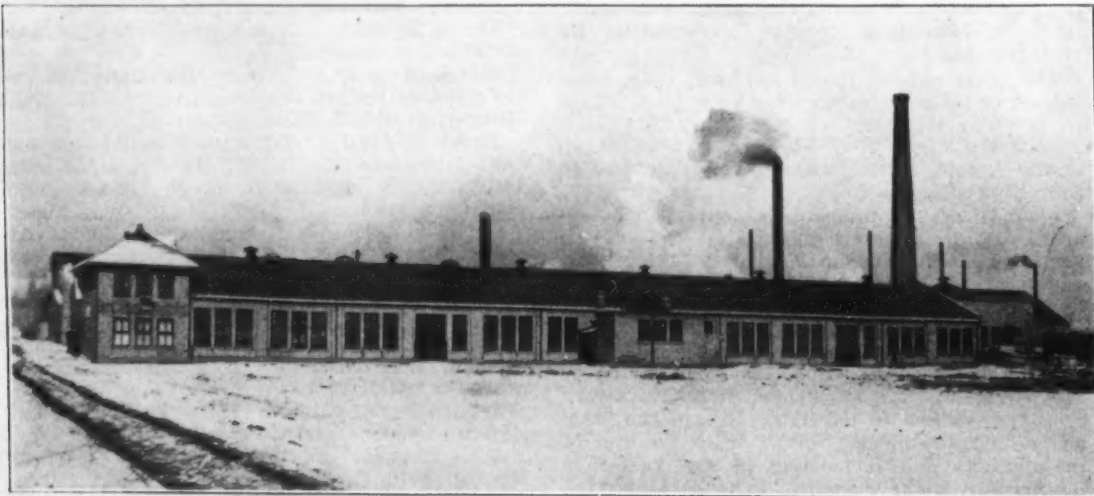
## COMPLETES NEW PLANT.

The Durand Steel Locker Company, whose plant at Waukegan, Ill., was completely destroyed by fire a few months ago, has now recovered and is operating an entirely new plant at Chicago Heights, Ill. As a result, or rather a lesson taught by the fire, the company is now housed in a strictly fireproof building. Only steel and brick were used in the new structure. The doors are steel and even the window frames are steel with wire glass for the sash.

Chicago Heights is one of the best manufacturing suburbs of the city of Chicago. It is tapped by twenty-six railroads. It is close to the steel mills from which the Durand Steel Locker Company draws its raw steel. Thus, too, the company has its own side track right at its door, which with the regular shipping facilities makes for unusual advantages in the prompt delivery of finished orders.

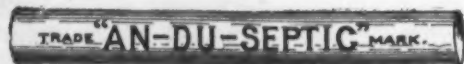
With the erection of a new factory the company has provided for increased facilities to meet the demands of their growing business. Besides surpassing the old plant in floor space the new factory is equipped with the latest and most improved machinery specially made for the company.

An interesting fact in connection with the recent fire of the Durand Steel Locker Company



New Plant of the Durand Steel Locker Co., at Chicago Heights, Ill.

should be used with no niggard hand. He referred to drawing in the elementary grades, advising the teacher to use the blackboard as a means of suggestion and aid to the child in its early efforts at drawing.



To make blackboard lessons of this kind effective it is necessary that the teacher be supplied with a crayon that will respond to her slightest touch. Without good materials it is impossible to accomplish good work, and fortunately good crayon is to be had at a price which makes it bad economy to buy a cheap, common chalk, which is detrimental to health, breaks easily and is generally unsatisfactory.

We have especially in mind the An Du Septic Dustless Crayon, which is manufactured in three

may be mentioned. While the company was recovering from the effects of the fire, delay in orders became inevitable. Many of the regular customers of the company rather than sublet contracts patiently awaited until the completion of the new plant and then sent their orders for lockers. These included large as well as small orders and certainly stand as an argument for and a compliment to the company.

With this new plant the Durand Steel Locker Company is again ready to serve its school trade. With the reorganized factory and new machinery and equipment steel lockers of variety and quantity are being produced at a minimum of cost.

The American School Board Journal wishes the Durand Steel Locker Company much success and prosperity with its new plant.

Chicago school authorities will shortly begin the erection of a \$150,000 building to house the



In typewriting, the more mechanical the work of the hands, the less mechanical is the work of the mind. With the new Model 10 Smith Premier straight-line keyboard and a key-for-every-character, the hands work as a part of the machine, with a smooth, even technique, while the mind works with clear, free understanding of the work to be done—and not as a mere supervisor of the hands.

It is operators of this character who have built up the reputations of commercial schools where the new Model 10 Smith Premier is used.

**The Smith Premier Typewriter Co., Inc.**  
SYRACUSE, N. Y.

### SPEED ACCURACY AND DURABILITY

Are the Features in a Typewriting Machine, That Satisfy After All



The Victor escapement is so arranged that it can be adjusted in a moment for the highest possible speed.

Wood bearing type bars, which carry the type to the printing point, give the work done on a Victor that ease of perfection which always attracts a second look of admiration.

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Manufacturers of  
Portable Houses of all descriptions  
Permanent Homes, Summer Residences  
Camps, Bunk-Houses, Churches, etc.



School House

We make a specialty of Portable School Buildings. Now in use in nearly all sections of the United States. Our Patent Construction insures a building that is absolutely dry, warm, well ventilated and healthy. Correspondence solicited. Write for catalogue, plans and prices to

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supply and equipment department of the board of education. The structure will be used as a central warehouse and distributing station for all materials and books and will contain repair shops and offices.



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For 70 years the standard for use on all kinds of blackboards



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LECTURERS' CHALK

MANUFACTURED BY THE AMERICAN CRAYON CO.

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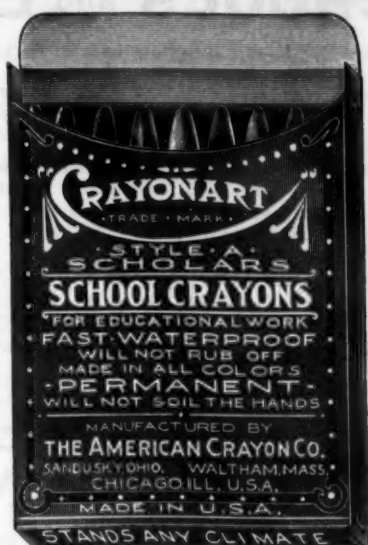
Used for teaching drawing in many schools. 20 different shades and colors.

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Superior to and cheaper than all other dustless crayons.

Best quality wax crayon, unequalled for brilliancy of color combined with oil color effects. Six standard colors with brown and black, packed in a tuck paper box with an attractive picture on the back that any pupil can draw.

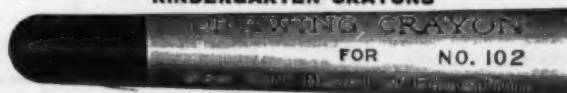


Retails for five cents.



Three primary colors with black. Unrivalled in their mixing value to produce secondary colors. Price 25 cts. per box.

KINDERGARTEN CRAYONS



For free arm drawing. Just fits the little hands.

AMERICAN DRAWING CRAYON



6 inches long. 1/4 inch diameter. Used for intermediate classes in drawing.



Samples and prices to superintendents and teachers who are interested

When advertising for bids specify item and manufactured by The American Crayon Co.

THE AMERICAN CRAYON CO., 1230 Hayes Ave., Sandusky, Ohio

### REMOVAL TO BOSTON.

The Standard Electric Time Company began the manufacture of Electric Time Systems in a small way in February, 1883, at Waterbury, Conn.; the original idea being to secure in factories and mills the correct time uniformly indicated in each room. Little, if any thought was, at that time, given to the inestimable value that would be given to such a system for schools, colleges, public buildings, institutions, etc.

This child, born among the "granite hills of old Connecticut" twenty-eight years ago, was naturally a lusty and hardy youngster and, although it has had its times of struggle for existence, its almost overwhelming trials at times, it has seemed to grow stronger and bigger as the years have sped along, and in a quiet and conservative way has gradually assumed the leading place in its line of endeavor.

For the first twenty years this company made little effort to dispose of its product outside of the Atlantic coast states north of Virginia, although a few systems were sold in the west and some very important ones to the Canadian government and to some Provincial institutions. Later, however, the management concluded that expansion, being the order of the day, had become necessary, and the office in Boston was established, this being followed a little later by one in New York and still later by a Chicago office. Ambition did not seem to be satisfied with this latest move; so San Francisco was invaded by a representative with an office at 19 Mission street. This office and sample equipment were destroyed completely at the time of the great earthquake, but Phoenix-like, it "arose from the ashes" and is now better established at 68 Post street.

#### Factory Removal.

All this time the little factory at 23 Jefferson street in Waterbury was becoming more and more congested, business was growing by leaps and bounds and more room and greater manufacturing facilities were becoming imperative. Representatives were sent out and soon found

a most desirable plant at Foxboro, Mass., that could be secured, and the purchase was consummated early in 1908. But, business was so good and orders coming in so rapidly, that no good time to move seemed to present itself until May, 1910; at which time it was decided that, although not at all opportune, something must be done; so all manufacturing was suspended and the removal made.

The facilities at Foxboro are probably not equalled by any electric clock manufacturer in the world. There is a group of seven brick buildings consisting of two large, three-story factory buildings proper, a power house equipped with three boilers and three engines, and a plating shop between, a foundry building, a gas plant and a two-story office building. The plant stands beside the tracks of the N. Y., N. H. & H. R. R., and has its own siding on the property. Its electric plant furnishes light and power for the town and the other manufacturers in the village.

This plant affords ample room for manufacturing to the best possible advantage and is equipped with a full complement of the finest precision machine tools that money can buy; also a full complement of wood working machinery for the building of all cabinet work.

The engineering and research department is furnished with a separate office in one of the main buildings and is provided with a fully equipped laboratory and drafting room where the work of a competent corps of engineers is making for the highest efficiency and low cost of up-keep. This should appeal to prospective customers with especial force, for the cost of operation of any system should always be carefully considered before purchasing.

#### Removal of General Office.

The removal of the factory to Foxboro left the home office in Waterbury, but this has been found to be a great inconvenience. In order to bring the home office and the factory into more intimate relations, it was thought best to consolidate the home office with the Boston sales office and additional rooms for that pur-

pose were secured in the Monks Building at 35 Congress street, Boston, where all communications intended for the general office or the Boston sales division should be addressed.

Mr. George L. Riggs, treasurer and manager, and Mr. Herbert H. Hammond, manager Boston Sales Division, will be in charge. Mr. Clarence M. Whiteford, 50 Church street, New York, and Mr. Jefferson J. Estabrook, 68 Post street, San Francisco, are managers of their respective sales divisions.

Buffalo, N. Y. After a fight lasting more than a year the teachers have been granted an increase in salary from \$720 maximum to \$900. The minimum was also raised from \$400 to \$500. Eighth and ninth grade teachers will receive \$50 in additional to the regular scale. At least 1,200 teachers will be affected by the new schedule which goes into effect in September. The sum of \$236,650 will be added to the payroll. The fight of the teachers was one of the bitterest that has been waged in any large city for many years. They early organized an association, and affiliated themselves with the labor unions, so as to be in better position to cope with the political factors.

Manitowoc, Wis. The school board and high school faculty have recently ruled that the attire of graduates shall be simple and that flowers and presents shall be omitted this year.

Omaha, Neb. Upon recommendation of Supt. W. M. Davidson, the business courses have been rearranged so that one strictly commercial branch will be taken up during each of the four years. Students in other courses may thus have the benefit of a practical business study as an optional branch.

Ashtabula, O. The cost of materials used in the domestic science classes during the first semester is forty-three cents per pupil. Last year the cost for the entire school year was seventy-five cents per girl.



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KANSAS CITY**Alabama.**

Mobile—Propose erection of parochial school; \$60,000.

**Arkansas.**

Hazen—Propose issuance of bonds for school. Bauxite—Plans have been drawn for school; \$6,000.

**California.**

Porterville—Arch. T. B. Wiseman, Bakersfield, has plans for high school. Fellows—Archts. Train & Williams have plans for school. Turlock—Arch. T. B. Wiseman, Bakersfield, has plans for school. Santa Monica—Propose erection of polytechnic school. Santa Barbara—Manual arts school will be erected; \$100,000. Fullerton—Arch. Norman F. Marsh, Los Angeles, has plans for high school; \$75,000. La Jolla—Arch. Irving J. Gill, San Diego, has plans for school. Cotati—Plans were submitted for school; \$7,000. Ventura—Contract was let for group of high school buildings; \$75,000. Eureka—Plans have been prepared for polytechnic high school. Nordhoff—Plans have been prepared for school. Monrovia—Site secured for grammar school. Sacramento—\$1,000,000 asked for technical high school, for Southern California. Chico—Bids are being received for the reconstruction of the Chico high school. San Francisco—The Marshall primary school building to be erected.

**Colorado.**

Lamar—Arch. G. W. Roe, Pueblo, has plans for 2-story high school; \$35,000. Denver—Plans have been prepared for manual training school. Lehi—\$30,000 voted for school.

**Connecticut.**

Southington—Propose erection of school.

**District of Columbia.**

Washington—12-room school will be erected.

**Georgia.**

Waycross—Propose erection of two schools. Blakely—Propose issuance of bonds for school.

**Idaho.**

Blackfoot—Site was selected for \$30,000 high school. Salmon—8-room school will be erected.

**Illinois.**

Chicago—12-room Columbus school will be erected; \$110,000. Oak Park—\$65,000, bonds, were voted for school. Paris—Archts. Reeves & Baillie, Peoria, have plans for 8-room school.

Versailles—School will be erected. Prairie City—\$10,000, bonds, were voted for school. Cropsey—School will be erected. Hamilton—Propose erection of consolidated school, Hamilton Twp. Freeport—Grammar school will be erected. Chenoa—Erection of school is contemplated. Farmer City—Propose erection of school. Pawnee—Arch. S. J. Hanes will prepare plans for school; \$20,000. Naperville—Propose erection of a union high school. Freeport—Contracts let for the construction of the superstructure of a new school building.

**Indiana.**

Bedford—Archts. Dunlap & Van Arman, Indianapolis, have plans for high school; \$40,000. Shadeland—6-room school will be erected; \$18,000. Southport—Arch. Layton Allen, Indianapolis, has plans for 12-room school. La Fayette—6-room school will be erected. Seelyville—2-story school will be erected. Decatur—Propose erection of high school. Elwood—Propose erection of parochial school; \$30,000.

Columbia City—Bids are being received for the erection of a new school house.

**Iowa.**

Highlandville—School will be erected. Davenport—3-story parochial school will be erected. Waterloo—Parochial school will be erected; \$40,000. Reinbeck—Bids were received for school. Cedar Falls—Archts. Proudfoot, Bird & Rawson, Des Moines, have plans for 3-story school; \$150,000. Richmond—Arch. O. H. Carpenter, Iowa City, has plans for 3-story school. Portsmouth—Plans are being prepared for parochial school. Muscatine—Additions to the Franklin school and high school considered.

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given to design of  
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## SCHOOLS

**PROPOSALS FOR INDIAN SUPPLIES**—Department of the Interior, Office of Indian Affairs, Washington, D. C., February 1, 1911. Sealed proposals, plainly marked on the outside of the sealed envelope: "Proposals for Indian Supplies, Omaha, Neb.," and addressed to the "Commissioner of Indian Affairs, 11th St. and Capitol Ave., Omaha, Neb.," will be received until 2 o'clock P. M. of Tuesday, April 11, 1911, and then opened, for furnishing the Indian Service with rolled barley, beef, mutton, corn, salt, groceries, furniture, paints, oils, glass, harness, leather, medical and school supplies, etc. Bids must be made out on Government blanks. Schedules giving all necessary information for bidders will be furnished upon application to the Indian Office, Washington, D. C., and the U. S. Indian Warehouses at New York City, Chicago, St. Louis, Omaha, and San Francisco. The Department reserves the right to reject any and all bids or any part of any bid. R. G. VALENTINE, Commissioner.

**Kansas.**

Atchison—Archts. Saylor & Seddon, Kansas City, Mo., have plans for 2-story ward school; \$30,000. Winchester—2-story school will be erected. Hoisington—Kansas Architectural Co., Great Bend, has plans for 2-story school; \$15,000. Oswego—High school will be erected. Bavaria—Propose erection of school. Winfield—Propose erection of new school building.

**Kentucky.**

Lexington—2-story school will be erected; \$50,000. Louisville—Propose erection of school.

**Louisiana.**

New Orleans—Arch. E. A. Christy has plans

## The Columbus Heating & Ventilating Co.

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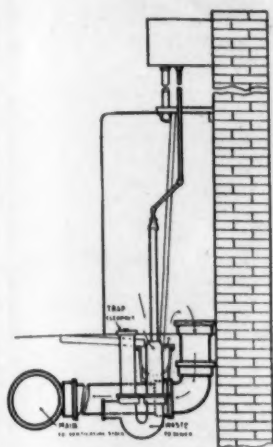
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Ventilated Hopper Latrines  
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"A Few Points on Sanitation"

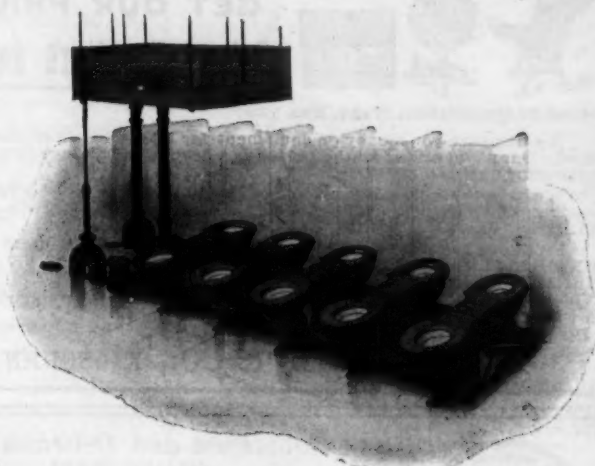
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Edwardsville, Ill.

St. Louis, Mo.



Ventilated Urinal



Ventilated Hopper Latrine

for high school. Coughatta—School will be erected; \$25,000. Homer—School will be erected. Baton Rouge—School will be erected, Seventh ward. Marthaville—Propose erection of school. Labadieville—Site was purchased for school. Independence—\$20,000 school will be erected. New Orleans—2-story high school will be erected.

### Maryland.

Towson—Arch. Thos. L. Jones, Baltimore, has plans for 2-story school; \$50,000. Baltimore—Parochial school will be erected. Contract was awarded for school; \$110,000.

### Massachusetts.

Holyoke—Arch. Wm. B. Reid has plans for 2-story school; \$50,000. New Bedford—School will be erected; \$140,000. Boston—Parochial school will be erected, Charlestown Station. Elementary school will be erected, Comins District. Elmwood—School will be erected. Hopkinton—Propose erection of new school.

### Michigan.

Detroit—Arch. B. G. Wetzel & Co., have plans for 2-story school; \$20,000. Hart—Arch. Vanderwest & Pease, Muskegon, have plans for high school; \$15,000. Ishpeming—Preliminary sketches will be prepared for parochial school. Albion—Ward school will be erected. Sandusky—Arch. E. R. Prall, Pontiac, has plans for school. Calumet—Propose erection of parochial school; \$10,000. Detroit—Propose erection of six schools. Hastings—Bonds were voted for high school. Grand Rapids—Propose erection of new school.

### Minnesota.

Verdon—School will be erected. Royalton—School will be erected. St. Paul—Richards Gordon school will be erected. Avon—School will be erected. Windom—\$35,000, bonds, have been voted for high school.

### Mississippi.

Ellisville—\$10,000, bonds, were voted for county high school. Cleveland—Academic building for Bolivar County Agricultural School will be erected. Mendenhall—Contract let for high school, \$75,000.

### Missouri.

Kansas City—2-story parochial school will be erected; \$30,000. Springfield—9-room school will be erected. St. Joseph—Propose erection of new Crosby school. St. Louis—Contract awarded for the erection of addition to Simmons school.

### Montana.

Inverness—School will be erected.

### Nebraska.

Ainsworth—Arch. J. R. Smith, Lincoln, has

plans for school; \$10,000. Randolph—School will be erected; \$26,000. Nebraska City—Arch. Fisher & Lawrie, Omaha, have plans for high school; \$60,000. Osceola—Arch. W. F. Gernandt & Co., Fairbury, have plans for high school; \$20,000. Grand Island—Sites secured for two new schools.

### Nevada.

Reno—Arch. Geo. A. Ferris has plans for high school; \$150,000.

### New Jersey.

Hackensack—Grammar school will be erected. Glen Ridge—Arch. G. B. Webb, New York, has plans for 2-story school; \$85,000. Haddon Heights—12-room school will be erected; \$25,000. Phillipsburg—2-story school will be erected; \$20,000. Westville—Arch. Clyde S. Adams has plans for 8-room school; \$20,000. Woodbury Heights—Arch. Clyde S. Adams, Philadelphia, has plans for school; \$8,000. Paterson—School will be erected.

### New Mexico.

Hachita—School will be erected. Las Cruces—School will be erected.

### New York.

Darien Center—School will be erected. Syracuse—Vocational high school will be erected. New York—Nicholas Serracino has plans for school; \$25,000. Buffalo—Hutchinson high school will be erected. Arch. W. H. Zawadzki has plans for 12-room school. Arch. Schmill & Gould have plans for 16-room school. Arch. Thos. W. Harris has plans for 16-room school. Arch. Geo. W. Metzger has plans for 16-room school. Buffalo—High school will be erected; \$200,000. Newark—Plans are being prepared for school, North ward. Pierce & Bickford, Elmira, have been engaged to prepare plans for a new high school. Glen Cove, L. I.—Plans are being prepared for a new school; \$70,000. Ogdensburg—Contract awarded for school; \$75,000. D. D. Kieff, Ogdensburg, Arch.

### North Carolina.

Durham—School will be erected; \$15,000.

### North Dakota.

Flasher—School will be erected. Mott—8-room school will be erected.

### Ohio.

Ashtabula—School will be erected. Poland—School will be erected at Boardman Center. Bridgeport—Arch. Giesey & Faris, Wheeling, W. Va., have plans for school; \$35,000. Cleveland—Arch. F. S. Barnum has plans for 12-room school; \$75,000. Medina—8-room grade school will be erected. Oxford—2-story school will be

erected; \$25,000. West Jefferson—Arch. Howard & Merriam, Columbus, have plans for high school. Grover Hill—Plans have been completed for school; \$30,000. Mason—Arch. C. C. & E. A. Weber, Cincinnati, have plans for 2-story school; \$25,000. North Hampton—School will be erected. Hamilton—Site was selected for 6-room school. Canton—Plans are being prepared for school. Greenwich—Contract was let for school. Cincinnati—School will be erected. Cleveland—Propose erection of parochial school. Hamilton—Plans submitted for 2-story school. Samuel Hannaford & Sons, Cincinnati, Arch. Columbus—Reeb Avenue school building being erected. David Riebel, Arch. Kenmore—Contract awarded for the erection of addition to the Kenmore high school; \$12,857.

### Oklahoma.

Kiowa—Arch. J. J. Walsh, McAlester, has plans for 2-story school; \$30,000. El Reno—Arch. Layton, Smith & Hawk, Oklahoma City, have plans for high school; \$65,000. Woodward—Contract was let for school.

### Oregon.

Portland—Plans have been prepared for school. Medford—Contracts were let for two schools. Portland—Plans for a model concrete building prepared for board of education. Newton C. Gauntt, Arch.

### South Carolina.

Varnville—Plans are being considered for school; \$10,000.

### South Dakota.

Emery—2-story school will be erected. Vermillion—High school will be erected.

### Pennsylvania.

Hazleton—2-story parochial school will be erected; \$40,000. Ebervale—School will be erected. Harrisburg—Propose issuance of bonds for erection of Woodward and Melrose schools. Saltsburg—\$10,000, bonds, were voted for school. Cherrytree—School will be erected. Philadelphia—4-story school will be erected. Catasauqua—Propose erection of high school. New Brighton—8-room school will be erected. Pittsburg—Bids received for the erection of the Academic and Schenley District high school building. F. J. Osterling, Arch.

### Tennessee.

Memphis—St. Catherine's School of Industry will be erected; \$10,000. Memphis—Propose issuance of bonds in sum of \$250,000 for new high school.



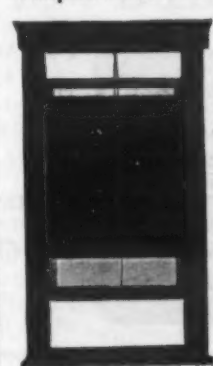
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"Shade Adjuster"  
for all windows at a  
trifling cost.  
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**LISTEN**—We are talking in good faith. Send inside length of window frame also width between stops and we will send you sample. Express Prepaid, and it will not cost you one cent to learn all about this shade.

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Pendleton, Ind.

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S. L. & A. F. Shades  
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Cloth.  
Have NO SPRING  
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Fold to ONE-SIXTH  
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Act at both top and  
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Act most rapidly and  
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**...Imperial Mineral Waters...**

FOX HEAD TRI LITHIA WATER

**Waukesha Imperial Spring Company**

WAUKESHA, WIS.

### Texas.

Carthage—Plans have been prepared for 2-story school; \$20,000. McKinney—Site was selected for South ward school. Beaumont—\$20,000, bonds, were voted for school. Bryan—Bonds were voted for school. Greenville—Archts. Lang & Witchell, have plans for high school. Brookshire—Bids were received for 2-story school. Iredell—School will be erected. Burkburnett—Contract was let for school. Hale Center—2-story school will be erected. Petty—\$10,000, bonds, were voted for school. East Dallas Heights—Propose erection of new school. Beaumont—High school will be erected. Arthur B. Benton, Los Angeles, Cal., Archt. Beeville—School will be erected. Henry T. Phelps, San Antonio, Texas., Archt. Dallas—Contract let for school, North Oak Cliff, \$16,000. Waco—New high school being erected. Waxahachie—\$15,000, bonds, were voted for schools.

### Utah.

Ogden—Lorin Farr school will be erected. Henefer—Bonds in the sum of \$8,000 to be voted for school. Cleveland, Emery County—Will erect 8-room school, Watkins and Birch, Archts. Salt Lake City. Salt Lake City—Bonds for \$300,000 have been issued for buildings for university of Utah.

### Virginia.

Roanoke—Grammar school will be erected. St. Paul—Archts. Holmboe & Lafferty, Clarksburg, have plans for 4-room school; \$5,000. Suffolk—Bonds were voted for school. Danville—Plans are being prepared for school. Baskerville—High school is being erected.

### Washington.

Lamont—School will be erected. Eltopia—School will be erected. Beverly—Contract was awarded for school. Vancouver—Three sites to be purchased for school buildings. Mabton—School will be erected. Spokane—New high school in course of construction.

### West Virginia.

Rowlesburg—Archt. S. W. Ford, Clarksburg,

has plans for 8-room school; \$20,000. Wellsburg—\$85,000, bonds, were voted for two schools.

### Wisconsin.

Kewaunee—Archt. W. E. Reynolds, Green Bay, has plans for 4-room school. Algoma—Archt. W. E. Reynolds, Green Bay, has plans for school. Livingston—School will be erected. Barron—School will be erected. Glidden—Combined grade and union free high school will be erected. Fond du Lac—4-room school will be erected.

### Wyoming.

Upton—School will be erected. Cheyenne—8-room school will be erected.

### Mr. McMurchy Dead.

Mr. Edwin McMurchy, for twenty-one years connected with the Smith Premier Typewriter Company as auditor and lately as secretary and treasurer, died at Syracuse, January 28. Death followed the shock of an operation which failing health made it impossible for him to withstand.

Mr. McMurchy was a native of Cincinnati, Ohio. In his capacity as auditor of the firm he traveled thousands of miles inspecting the books of the branch offices of the house. He is survived by his widow and two sons. The funeral, which took place on January 31, was in charge of the Central City Lodge, F. & A. M.

The Smith Premier Typewriter Company has lost in the death of Mr. McMurchy a valued officer whose wide knowledge of the typewriter industry contributed not a little to the upbuilding of the firm.

### Booth Patent Upheld.

The Booth patent for vacuum cleaning apparatus has been carried through the highest court in Great Britain and sustained. This decision is the result of suit by the British Vacuum Cleaner Co., owners of the Booth patent, against the London & South Western Railroad Co., for infringement. The suit was decided a short time ago by Justice Neville, in favor of the British Vacuum Cleaner Co., but was appealed to the

highest court by the railroad company. The new decision has just been reached in the British Court of Appeals sustaining Justice Neville's decision in favor of the British Vacuum Cleaner Co., the presiding judge in this case being the Lord Chief Justice of England, who corresponds, in position, with the Chief Justice of the United States Supreme Court. The Booth patent is practically the same as the Kenny patent on which similar litigation is in progress between the Vacuum Cleaner Co., and the Waldorf Astoria Hotel Co., for infringement.

### TEACHERS' SALARIES.

Racine, Wis. The salaries of kindergartners has been increased to a maximum of \$700; annual increases during service, \$25.

Guthrie, Okla. The school board has increased the salaries of principals ten dollars per month and of teachers five dollars per month.

Anaconda, Mont. The school board has recently increased the salaries of grade principals to \$100 per month. In addition they will receive three dollars for each teacher under their supervision. Principals who teach will receive three dollars additional.

The Boston teachers who have entered upon a campaign for higher salaries have been receiving much encouragement from the active support which they have won from the press, public officials, and the citizens generally. The greatest difficulty to be contended with is the inadequacy of the funds now allowed the school committee for running the schools. Two bills prepared by the teachers have been introduced in the state legislature. These are calculated to make possible a larger annual income for the school department and thus ensure higher salaries for the teaching corps.

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## SCHOOL BOARDS, THEIR DUTIES AND LIMITATIONS.

By Mr. John Schram, President Seattle School Board.

Of the numerous subdivisions of our civic government none offers greater opportunity for public service than the school board. In its formation the people have kept it nearer their hearts and homes than any other governing body of nation, state or municipality. There has always been a wholesome, neighborly interest in things pertaining to school affairs; men and women have counselled together with but one end in view; the welfare of the rising generation. Political partisanship and sectarianism are forgotten that the whole community may act together in unbroken unison. There is, wisely, no pecuniary reward attached to the position, so that the incentive of private gain is eliminated from the contest of representation in such capacity.

Although the opportunity for noble work is so manifest, no doubt there are many that serve as school directors who accept office and qualify for the position without having anything like a comprehensive conception of what is required of them to make a fairly efficient member of a school board. After taking the oath of office new members are usually handed a copy of the school laws, and they can, by little studious application, inform themselves as to the legal requirements in their official action; but, the things that are written into the form of law are but a small portion of their duties. Nevertheless it is well to know the law and work within the confines of its provision.

Boiled down into a brief statement, the mandatory duties that the law imposes are that school boards must provide proper school facilities, engage competent instructors, and compel the attendance of children of certain age.

In rapidly growing communities, it is no easy matter to keep pace with the uneven growth of the different sections. In this day of rapid transit, development is not in contiguous and compact form but extends over far-reaching territory. Frequently it is difficult to determine how soon a locality may have need for a building. To meet this emergency it has been the practice of the Seattle board to make use of portable buildings of one room each, and keep on grouping them until the demand for a substantial building is reached. In this way we avoid the large investment of a permanent building until it is needed.

The most intricate and most important problem that every board has to solve is the employment of a superintendent, with assistants and supervisor. After cities have reached a certain size, it is impracticable for the directors to pass upon the qualifications of teachers. The superintendent and his corps of assistants must do this for them. Practically all the board can do is to ratify the selections of the superintendent. It would impair the highest efficiency of the superintendent if the board were to make any election of teachers that did not have his approval. It would so belittle the position that there would be a lack of self-respect on the superintendent's part and a lack of confidence and respect on the part of the teachers. This is one of the situations in which the board must observe its limitations in the exercise of authority. The superintendent must be given a free hand in the selection of instructors and must be held accountable for results. Whenever the teachers are not satisfactory, then make a change in the superintendent's office.

Another case in point in which directors must restrain themselves is in overruling their officers or departmental heads. There are many appeals direct to the board for action on matters under the immediate charge of some executive official. The board should never act in such cases except through the one whose business it is to enforce the order. There are many phases to the question of restraint as there are many fixed duties, and I could not touch upon all of them if I wanted to. I merely want to impress the thought of classifying duties into positive and negative ones.

Then there is yet another class of duties that might be designated as optional, chief among which is the one of providing ample playgrounds adjacent to all school buildings.

Everywhere the inherent right of children to play is having larger recognition, and as our cities are growing into populous centers we must be alert. There is no time and no place so opportune for play as the school days, when the children are around the school house. The few minutes in the morning before school is called, the brief recess and the short noon hour are all enjoyed with a zest that is seldom aroused away from the school grounds. Aside from the physical and mental good, the pleasant associations endear the grade school to children more largely than do later associations make dear the college, to most of those who are fortunate enough to attend it. And it is largely the opportunity to play that enriches these happy thoughts and makes better and more patriotic men and women of the boys and girls.

Another of the important optional duties is the one to heed the call and demand for vocational training. We must better prepare our boys and girls to earn a livelihood. We must give them a chance to specialize in some trade or calling.

## Prevention of Contagion Among School Children

How it Can Be Accomplished

THE prevention of disease contagion among school children has long been a subject of serious study and exhaustive experiment.

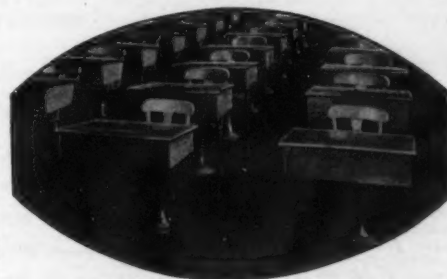
Medical Science has shown contagion is easily transmitted by dust. Circulating dust, in fact, is the greatest carrier and distributor of disease germs known.

The true remedy then—the true preventive of disease transmission—lies in the extermination of dust and its millions of living bacilli.

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Dusty floors simply teem with these micro-organisms. Sweeping will not dispose of them. The broom merely swishes the dust and germs into the air and sets them free to circulate with every current.

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# List of POPULAR SCHOOL AND COLLEGE Text Books



## ABBREVIATIONS

Appleton	D. Appleton & Co.	New York, Chicago, Boston
Barnes	Arthur J. Barnes Publishing Co.	St. Louis, Mo.
Berry	B. D. Berry & Co.	Chicago, Ill.
Britton	Britton Printing Company	Cleveland, O.
Columbia	Columbia School Supply Co.	Indianapolis and Hamilton, N. Y.
Century	The Century Co.	New York City, Chicago
Ginn	Ginn & Co.	Boston, New York, Chicago
Houghton	Houghton-Mifflin Company	Boston, New York, Chicago
Jenkins	Wm. R. Jenkins Company	New York City
Lee	Laird & Lee	Chicago, Ill.
Lippincott	J. B. Lippincott Co.	Philadelphia, Pa.
Longmans	Longmans, Green, & Co.	New York, Chicago
Merrill	Charles E. Merrill Company	Boston, New York, Chicago
Merriam	G. & C. Merriam Company	Springfield, Mass.
Macmillan	The Macmillan Company	New York, Chicago, Boston
McNally	Rand, McNally & Co.	Chicago, New York
Newson	Newson & Co.	New York, Chicago
Orr	Orr & Lockett Hdw. Co.	Chicago, Ill.
Palmer	A. N. Palmer Company	New York, Chicago, Cedar Rapids
Peckham	Peckham, Little & Co.	New York
Pitman	Isaac Pitman & Sons	New York
Prang	Prang Educational Company	Chicago, New York
Scott	Scott, Foresman & Co.	New York City
Simmons	Parker, P. Simmons	Boston, New York, Chicago
Silver	Silver, Burdett & Co.	Philadelphia, Pa.
Sower	Christopher Sower & Co.	Boston, New York, Chicago
Thompson	Thompson Brown Company	Columbus, O.
Zaner	Zaner & Blosner	

## AGRICULTURE.

James' Practical. Appleton  
Burkett's Beginners. Ginn  
Bailey's. Macmillan  
Warren's Elements. Silver  
Voorhees' Silver

## ALGEBRA.

Young & Jackson's. Appleton  
Beman & Smith. Ginn  
Wentworth Series. Ginn  
Hawkes' Advanced. Ginn  
Fisher & Schwartz. Ginn  
Hall & Knight. Macmillan  
Schultz's Series. Ginn  
Durrell & Robbins. Merrill  
Collins. Scott  
Aley & Rothrock's. Silver  
Atwood Series. Silver  
Lilley's Series. Ginn  
Hobbs' Gr. Sch. Simmons  
Brooks' (2 bks.). Sower  
Brooks' Standard. Sower  
Fairbank & Hebdens. Sower  
Bradbury-Emery Be-  
ginners. Thompson  
Bradbury-Emery Re-  
vised Academic. Lippincott  
Perrin's. Lippincott  
Lippincott's. Lippincott

## ARGUMENTATION.

Pattee's Practical. Century  
Baker's Prin. Ginn  
Foster's Arg. Houghton  
Laycock & Scales. Macmillan  
Laycock & Spofford's. Macmillan

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Britton's Series. Britton  
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Prince's. Ginn  
Smith's. Ginn  
Wentworth-Smith Ser. Houghton  
Colburn's. Houghton  
Kelso High Sch. Macmillan  
McLellan & Ames. Macmillan  
Series. Macmillan  
Byrnes-Richman-Rob-  
erts. Sower  
Hopkins-Underwood. Sower  
Durrell & Robbins. Merrill  
Thompson's. Merrill  
Felmley & Schutt's. McNally  
Rand, McNally Series. Ginn  
Haworth Series. Newson  
Schuyler & Van Sickle. Scott  
Myers. Scott  
Cook & Cropey's. Silver  
Pierce Series. Silver  
Sennett & Anderson. Ginn  
Standard Series. Ginn  
Sisk's Higher. Ginn  
Van Amburgh's. Ginn  
Academic and High Sch. Ginn  
Graded-Number Les-  
sons. Ginn  
Peck's Series (2 bks.). Ginn  
Brooks' Standard Series  
(6 books). Sower  
Brooks' Higher. Sower  
Bradbury's Sight. Sower  
Thompson's. Thompson  
Bradbury's Practical. Ginn  
Nichols New Graded. Ginn  
Nichols 3-Book Pro-  
gressive. Ginn  
Lippincott's. Lippincott

## ART.

Riverside Art Series. Houghton  
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Principles of Art Ed. Frang  
Abbott-Gaskell's. Silver

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Ball's Ele. Macmillan  
Moulton's Intro. Macmillan

Howe's Elements. Silver  
Peck's Constellations. Lippincott  
Chauvenet's. Lippincott  
Sharpless & Phillips' Watson's

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Parker's. Macmillan  
Bailey & Coleman. Silver  
Pillsbury's. Silver

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Moore & Miner's. Ginn  
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Bogle's Comprehensive. Macmillan  
Montgomery's Mod. Merrill  
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Bookkeeping Simplified. Pitman  
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Meservey's Series. Thompson  
Meservey's Blanks. Thompson

## BOTANY.

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Coulter's Plant Rela-  
tions. Appleton  
Coulter's Plant Struc-  
tures. Appleton  
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Bergen & Davis. Ginn  
Bergen's. Ginn  
Meier's Herbarium. Ginn  
Meier's Plant Study. Ginn  
MacDougal's. Longmans  
Bailey's Series. Macmillan  
Object Lessons on Plants. Simmons  
Harshberger's Herbarium. Sower  
Wilson & Tucker's In-  
ternational Law. Sower

## BUSINESS ENGLISH.

Altmaier's Commercial  
Correspondence. Macmillan  
Style Book of. Pitman  
Westlake's Letter Writ-  
ing. Sower

## BUSINESS LAW.

Burdick's Essen. Appleton  
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Clark's. Merrill  
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A First Book In. McNally  
Hewett's Manual. Sower

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Morris & Irwin's Lab-  
oratory Manual. Ginn  
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Smith's College. Ginn  
Smith's Lab. Out 1. Ginn  
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son's. Ginn  
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lin's French and English. Jenkins

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tional. Merriam  
Webster's Collegiate. Merriam  
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English. Macmillan  
Tauchnitz's. Ginn  
James' German and English. Ginn  
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ian and English. Ginn  
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ing, etc. Scott  
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## GEOGRAPHY.

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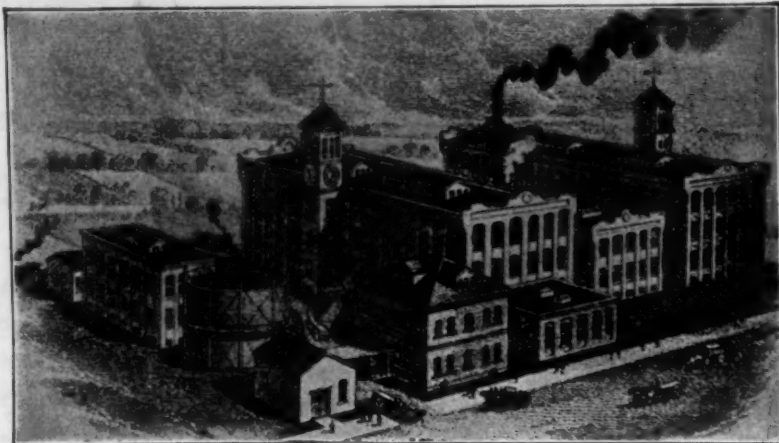
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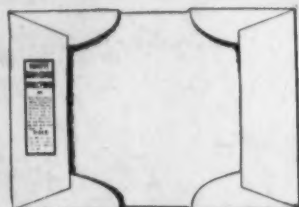
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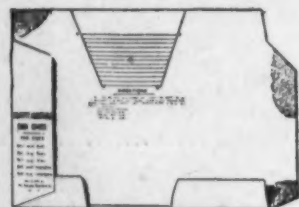
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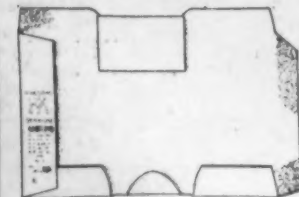
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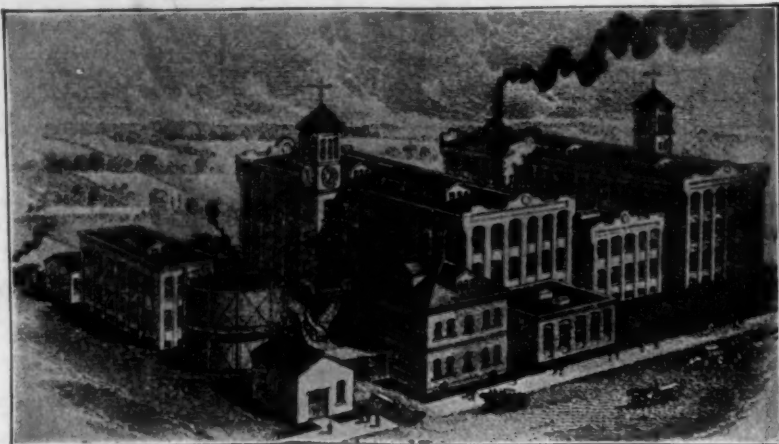
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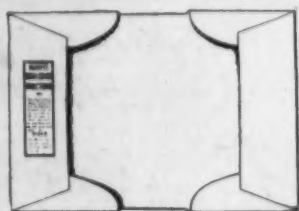
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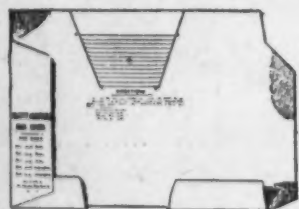
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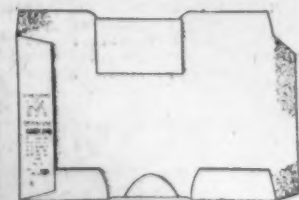
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